

East Maine School District 63

Literacy Benchmarks

Grades K-8

Revised June 2010

STATE GOAL 1: Read with understanding and fluency.				
A. Apply word analysis and vocabulary skills to comprehend selections.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Demonstrate phonemic awareness by generating rhyming words, segmenting and blending words in sentences, and segmenting and blending syllables	Demonstrate phonemic awareness by blending and segmenting onset-rime and individual phonemes; deleting and manipulating phonemes			
Decode words using beginning and ending consonants and short vowels sounds	Decode words using consonant blends, consonant digraphs, short and long vowel sounds	Decode words using vowel diagraphs and knowledge of compound words and inflected endings (plurals, past tense, and dropping "e" and "y")	Decode words using knowledge of open and closed syllables	Decode words using knowledge of prefixes and suffixes (affixes)
Recognize 18 high frequency words	Recognize 100 high frequency sight words	Recognize 200 high frequency sight words		
	Use knowledge of letter-sound correspondences and high-frequency words to read appropriately leveled text	Use context and prior knowledge to determine the meaning of unfamiliar words in text	Clarify the meaning of unknown words using within-sentence clues	Clarify the meaning of unknown words using word, and sentence clues
	Recognize unknown words using beginning or ending sounds, word patterns, and illustrations	Determine the meaning of unknown words using decoding and context	Determine the meaning of unknown words using context and structural analysis	Use context to determine meaning of words with multiple meanings
Recognize letters of the alphabet		Understand and define synonyms and antonyms	Use synonyms and antonyms to define words	Identify and generate synonyms and antonyms
			Determine the correct use of homonyms using context clues	Use word origins to construct meanings of new words
			Determine meaning of compound words using knowledge of known individual words	Identify root word (word base) of familiar words with affixes (prefixes/suffixes) i.e., precooked
Recognize miscues that interfere with meaning	Self-monitor reading and use decoding strategies to self-correct miscues	Self-monitor reading and use decoding and context strategies to self-correct miscues	Self-monitor reading and use meaning and context to self-correct miscues	Self-monitor reading and use meaning, context, and structural analysis to self-correct miscues
Use a variety of resources to clarify word meaning including pictures, illustrations, photos, and previous experience	Use a variety of resources to clarify word meaning including context, previous experiences, glossaries, and asking others	Use a variety of resources to clarify word meaning including dictionaries, thesauruses, and indices	Know how to talk about nouns in terms of function (dogs are pets), feature (dogs have fur), and category (dogs are mammals)	Use a variety of resources to clarify meaning including glossaries, internet, interviews, and available technology
			Know how to talk about verbs as "action words"	

STATE GOAL 1: Read with understanding and fluency.			
A. Apply word analysis and vocabulary skills to comprehend selections.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Decode words using knowledge of roots, prefixes, and suffixes and use this knowledge to understand the meaning of new words	Decode words using derivational endings and use this knowledge to understand the meaning of new words	Recognize and use etymology as an aid to decoding and word meaning	Understand and use the etymology of words to expand meaning
Apply knowledge of roots, prefixes, and suffixes to create new words	Apply knowledge of etymology to create new words	Use a variety of strategies and resources to clarify and expand word meaning	Use a variety of strategies and resources to clarify and expand word meaning
Clarify the meaning of unknown words using words, sentence clues, and cross-sentence clues		Clarify the meaning of words in context using denotation and connotation strategies	
Determine the word that best fits a given context with multiple meaning words	Recall multiple meanings of a word in context and select appropriate meaning		
Use synonyms and antonyms to gain meaning of unfamiliar words			
Determine the correct use of idioms and analogies using context clues	Identify the effect of literary devices (figurative language, description, dialogue) in text	Identify and interpret idioms, similes, analogies and metaphors to express implied meaning	
Recognize literary devices (figurative language, description, dialogue) in text	Recognize specialized vocabulary/terminology in fiction and non-fiction		

STATE GOAL 1: Read with understanding and fluency.				
B. Apply reading strategies to improve understanding and fluency.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
	Read fiction and non-fiction text for specific purposes	Identify purpose for reading	Activate prior knowledge to establish purpose for reading	Establish and adjust purposes for reading
Make predictions before reading and relate to personal experiences (e.g., illustrations, title).	Make and justify predictions before, during and after reading using clues (e.g., titles, pictures, themes, prior knowledge, graphs)		Make predictions before and during reading and confirm, modify, or reject predictions after reading.	Make and adjust predictions before, during, and after reading
Recognize basic elements of narrative (setting, characters, problem/ solution)	Connect the elements of narratives (e.g., character and setting) to the text.	Connect the elements of narratives (e.g., character, setting, and plot) to the text	Differentiate among the literary elements of plot, character, and setting	Differentiate among the literary elements of plot, character, setting, and theme
	Make simple inferences in narrative text to deepen understanding (predict events)	Connect information in texts to other texts and personal knowledge	Make literal and simple inferences in narrative text to deepen understanding of text (predict, character actions)	
Recognize the difference between narrative and informational text	Recognize informational text structure (e.g., sequence, list/example) before and during reading	Identify informational text features (illustrations, graphs, charts, bold print, key words, graphics)	Use informational text features (illustrations, graphs, charts, diagrams, bold print, key words, graphics) to support and understand the meaning of text	Apply survey strategies to nonfiction text (use of bold print, key words, graphics)
Recognize questions can be used to gain information.	Ask questions to clarify understanding after reading	Ask questions to clarify understanding before, during, and after reading	Answer questions that require both explicit and implicit responses	Generate explicit and implicit questions during and after reading
	Identify explicit main ideas		Identify explicit and implicit main ideas and details in text	Distinguish between minor and significant details in text
		Identify genres of fiction and nonfiction		
	State facts and details of text during and after reading			
Retell information heard from a text	Retell information read from a text	Summarize text using main ideas to organize information		Paraphrase or summarize text using text structure to organize ideas
	Understand that information can be graphically organized (Venn, KWL)	Use graphic organizers to connect important ideas in text (KWL, Venn, webs)		Use graphic organizers to summarize important ideas and connect information in one or more texts (story maps, semantic webs, cause-effect maps)
	Know that checking for understanding (e.g., reread, read ahead, use illustrations and context clues) enables comprehension		Recognize when understanding requires rereading or reading ahead to clarify meaning	Use visual and context clues, ask questions, and seek additional information to clarify understanding during reading
	Read grade level text orally with accuracy rhythm, and volume	Read grade level text orally with appropriate accuracy and rate	Apply strategies to improve fluency (decoding, monitoring, self-correcting)	Apply strategies to improve accuracy, rate, and prosody
			Use pacing and intonation to convey meaning when reading aloud	

STATE GOAL 1: Read with understanding and fluency.			
B. Apply reading strategies to improve understanding and fluency.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Use skimming to preview and identify text structure prior to reading	Set purpose for reading and adjust during reading as needed		
	Identify elements of fiction: plot, character, setting, theme, character foils	Identify elements of fiction: character, theme, conflict, point of view, plot, setting, and flashback	Identify elements of fiction: theme, rising action, falling action, conflict, point of view, resolution, and flashback
Make literal and simple inferences in narrative texts to deepen understanding of text (draw conclusions)	Infer cause/effect relationships in expository text	Make literal and simple inferences in narrative text to analyze and critique text	
Use informational text features (illustrations, tables, maps, charts, bold print, key words, graphics) to support and analyze meaning	Use scanning to detect major visual patterns	Build and support creative interpretations of reading and support of plausible interpretations using features of informational text	
	Generate questions that enable synthesis and analysis of text		Generate questions that enable critique of text
Distinguish between significant and minor details	Determine the main ideas, significant, and minor details in a variety of texts		
Paraphrase or summarize text connecting ideas to prior knowledge and real world situations	Summarize narrative text based on text structure	Summarize text to demonstrate understanding of concepts, to distinguish between significant and minor details, and to connect ideas to real world situations, historical events, and prior knowledge	
Demonstrate understanding of text structure through use of graphic organizers and outlining	Select the appropriate graphic organizer to represent information based on text structure and concepts presented		Use graphic organizer to gather information from one or more sources (texts, magazines, internet)
Recognize when meaning breaks down and apply self-monitoring techniques	Analyze how text structure contributes to the understanding of text	Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues) during reading.	
Adjust reading rates to improve comprehension and fluency (slowing down with difficult text, reading more quickly with easier text)	Adjust reading rates to improve comprehension and fluency (slowing down with difficult text, reading more quickly with easier text)	Adjust reading rates to improve comprehension and fluency (slowing down with difficult text, reading more quickly with easier text)	Adjust reading rates to improve comprehension and fluency (slowing down with difficult text, reading more quickly with easier text)

STATE GOAL 1: Read with understanding and fluency				
C. Comprehend a broad range of reading materials.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Recognize questions can be used to gain information	Respond to questions based on information in text	Use evidence in text to form questions	Use evidence from text to modify questions	Use evidence from text to form and refine questions
		Recognize the author's purpose	Identify the author's purpose and the main idea	
			Differentiate between fact and opinion	
	Compare two books (by the same author or about the same topic/concept)		Make comparisons and connections through inference	Make comparisons of story elements across passages
			Identify and interpret figurative language (idioms)	Identify and interpret figurative language (similes and metaphors)
Use text provided in functional classroom messages (e.g., labels, signs, instructions) to get information	Identify and begin to interpret information presented in maps, diagrams, and charts	Use information from simple tables, maps, and charts to increase comprehension	Apply information obtained from narrative and expository texts to tables, maps, and charts	Interpret information from tables, maps, visual aids, and charts to enhance comprehension
	Explain information from illustrations, charts, and other graphics	Interpret information from charts, diagrams, and maps in fiction and nonfiction		Draw conclusions from information in maps, charts, graphs, and diagrams
	Explain the structure of a narrative text in sequential order	Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information	Recognize features and differences among genres	Compare the content and text structure (cause/effect, description) across various texts
	Predict and/or adjust information on setting and characters while reading narrative text			Summarize the order of events in a story
	Ask questions to elaborate information from illustrations and/or portions of text	Generate and respond to questions that form inferences	Make generalizations based on relevant information from the text	Draw inferences or conclusions about text and support with textual evidence
	Recognize how specific authors and illustrators express their ideas in text and graphics (dialogue, characters, color)	Explain how authors and illustrators express their ideas	Recognize how illustrations reflect, interpret, and enhance the text	
		Recognize how specific authors and illustrators express their ideas and purpose in text and graphics	Identify the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, inform, or persuade)	

STATE GOAL 1: Read with understanding and fluency			
C. Comprehend a broad range of reading materials.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Confirm, reject, and modify questions based on evidence in text	Use inferences obtained from text to ask questions	Use information from text to form, explain, and support questions	Ask questions before, during, and after reading to demonstrate understanding
Identify the message the author conveys in the text		Analyze and evaluate author's word choice	Interpret the effect of authors' decisions regarding word choice, theme and literary elements on text
Identify the author's controlling idea/thesis	Distinguish between fact and opinion in a persuasive essay		Differentiate between conclusions that are based on fact and those that are based on opinion
Identify evidence for inferences based on text and prior knowledge	Interpret concepts through inference and analysis	Interpret concepts through inference and evaluation	
	Interpret imagery and figurative language or literary devices (sensory detail, repetition, alliteration)		Interpret imagery and literary devices (hyperbole, personification)
	Use text information to interpret tables, maps, visual aids, or charts	Draw conclusions based on information found in visual information and data	Interpret tables, graphs, diagrams and maps in conjunction with related text by drawing conclusions to support text
	Identify how different texts require different text structures (e.g., lists/sequence, compare/contrast, cause/effect, problem/solution)		
Compare topic and story elements across various narrative selections		Use topic, theme, text structure, context and point of view to guide interpretation	
	Use accurate and relevant references to make generalizations from the text		Explain and justify an interpretation of the text using relevant, accurate references
Explain how illustrators use art to express their ideas		Recognize how illustrations reflect, interpret, and enhance text	
Determine the author's purpose for writing fiction or nonfiction text (to entertain, to inform, to persuade)		Determine the author's purpose as represented by the choice of genre and literacy devices employed	

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

Grade K	Grade One	Grade Two	Grade Three	Grade Four
Distinguish between “real” (non-fiction) and “make believe” (fiction)	Distinguish between “make believe” and realistic fictional narratives	Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem)	Identify the literary elements of plot, problem/conflict, resolution, character (main and supporting), and setting	Identify and compare the literary elements of plot, rising action, climax, character (main and supporting), setting, and theme and how they affect the story
Retell a simple story with a beginning, a middle and an end	Tell a story with a beginning, a middle and an end.	Retell stories and events using a beginning, a middle and an end	Identify the setting and tell how it affects the story	
	Identify and compare characters, settings, and/or events in stories and /or pictures	Describe and compare characters, settings, and/or events in stories or pictures	Identify /compare characters’ attributes across stories	Determine character attributes, by what they say, do, and how the author or illustrator portrays them
				Make and confirm inferences about character traits
			Identify author’s message	Identify author’s message and theme
	Recognize that prose is written in sentences and organized in paragraphs	Classify major types of fiction (e.g., tall tale, fairy tale, fable)		Compare ways in which different kinds of literature are organized (plays, short stories, essays, poems)
	Make connections from a narrative to personal life		Connect stories to personal experience, prior knowledge, or other stories	Connect stories to personal experience, prior knowledge, and other stories in order to deepen understanding
	Identify the topic or main idea (theme)	Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books		
			Recognize figurative language (e.g., personification, metaphor, alliteration, simile, idiom, onomatopoeia)	
			Identify events important to the development of the plot	Identify events important to the development of the plot and subplot
		Compare different versions of the same story from different cultures and eras		Compare one or more story elements in a variety of texts from different cultures and eras
Imitate rhythm/rhyme patterns.	Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry	Recognize both rhymed and unrhymed poetry	Recognize poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor)	

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.			
A. Understand how literary elements and techniques are used to convey meaning.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Identify and analyze the literary elements of plot, rising action, falling action/resolution, character, setting, theme, and subplot in a variety of genres and how they affect the story	Analyze and evaluate literacy elements (character, plot, setting, theme, conflict) to determine their importance to the story		Explain how the author uses literary elements (point of view, character) to achieve an intended effect
Determine character attributes, motivations, and causes of actions by what they say, do, and how the author or illustrator portrays them	Make inferences regarding the motives of characters and consequences of their actions by citing the text	Identify conflict or contradiction within a character or a character's behavior	
Identify author's message or theme and describe how they contribute to the overall impact of a piece of literature			
Identify characteristics and organization of various literary genres (drama, novels, short stories, biographies, science fiction, documentaries, essays and poetry)	Recognize and compare literary genres, realistic fiction, historical fiction, fantasy, adventure, folk tale, legend, myth, mystery, biography, autobiography, drama		Compare characteristics and elements of various literary genre (short stories, novels, dramas, poetry, biography)
Connect and infer from text to personal experience, prior knowledge, and other stories in order to deepen understanding	Identify examples of connections among author, the cultural and historical context, and the work	Demonstrate an understanding of the interrelationships among the reader, author, form, and text	
	Identify the author's message or theme		Use literary themes to connect recurring problems over time and across cultures
Identify and interpret figurative language (e.g., personification, metaphor, alliteration, simile, idiom, onomatopoeia)	Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection	Explain how the literary devices (e.g., alliteration, imagery, metaphor) contribute to the meaning of a literary selection	Explain how the literary devices (e.g., imagery, metaphor, figurative, language dialogue) contribute to the meaning of a literary selection
Identify setting (time and place), including how setting affects the plot	Explain how plot, setting, character, and theme contribute to the meaning of a literary selection	Explain how character, theme, conflict, and point of view contribute to the meaning of a literary selection	Explain how theme, rising action, conflict, point of view and resolution contribute to the meaning and a reader's interpretation of a literary selection
Recognize points of view in narratives (e.g., first person)		Recognize and interpret how point of view influences author's purpose	Identify and connect the influence of media on an reader's point of view concerning the interpretation of text
	Compare selections with similar characters, plots, and/or themes	Paraphrase, summarize, synthesize and evaluate information from a variety of genres	
Use literary terminology (flashback, foreshadowing, etc) accurately			

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

B. Read and interpret a variety of literary works.

Grade K	Grade One	Grade Two	Grade Three	Grade Four
	Investigate self-selected/teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures		Investigate literature from a variety of time periods/cultures/genres	Compare works by the same author
		Identify the following forms and genres: poem, fairy tale, tall tale, fable	Identify how fiction and nonfiction are organized differently	Identify the following forms and genres: myth or legend, short story, folktale, nonfiction poem
			Recognize underlying themes in fiction	Analyze several works that have a common theme
Produce simple evaluative expressions about the text (“I like the story because...”)	Identify specific parts of a text to support a point	Make a reasonable judgment with support from the text		Support interpretations with evidence from the text.
		Apply text variations (e.g., change setting, alter a character, rewrite the ending)		Apply events and situations in both fiction and nonfiction to personal experiences.
Make simple connections from the story to events or people in their own lives		Make connections between current and previously read texts		
		Combine information from two different parts of a text		
			Identify and compare characters’ attributes in a passage	Determine character motivation

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.			
B. Read and interpret a variety of literary works.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Compare ideas from texts representing a variety of times and cultures	Compare themes and conflicts from texts representing a variety of times and cultures	Evaluate how attitudes toward a situation or problem (immigrants, poverty) change in different times or cultures	
	Identify the following subcategories of genres: science fiction, historical fiction, biography/ autobiography		Identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, essay
Identify recurring themes across works in print and other media			
	Create an extension to a literary text (alternate ending, additional dialog for a character)		
Make connections from text to world with a variety of texts representing different times and cultures			
Evaluate information from a variety of texts and genres	Synthesize information from a variety of texts and genres		
	Sequence information needed to carry out a procedure		

STATE GOAL 3: Write to communicate for a variety of purposes.				
A. Use correct grammar, spelling, punctuation, capitalization and spelling structure.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Write single words, labels, or simple sentences	Extend simple sentences (subject-verb-complement pattern)	Extend simple sentences (e.g., subject-verb-complement pattern) to develop a 3-5 sentence paragraph	Write fully-developed paragraphs using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types	Develop multi-paragraph compositions that include fully-developed paragraphs and introductory level support.
Use phonemic clues, phonetic and/or developmental spellings to construct words and correct spelling of 18 high frequency words	Use correct spelling of 100 high frequency words	Use correct spelling of 200 high frequency words	Use correct spelling of 300 high frequency words	Use correct spelling of grade level high frequency words (no excuse words)
Use beginning capitalization	Use end marks (period, question mark)	Use appropriate capitalization (beginning capitalization, proper nouns) and end marks (period, question mark, exclamation mark)	Use end marks, commas and quotation marks	Use apostrophes
	Construct complete sentences that demonstrate appropriate use of nouns and verbs	Construct complete sentences that demonstrate subject-verb agreement	Construct complete sentences that demonstrate appropriate use of pronouns	Construct complete sentences including subject-verb agreement
				Demonstrate understanding of various parts of speech (verb tenses, nouns, adjectives, pronouns, and adverbs)

STATE GOAL 3: Write to communicate for a variety of purposes.			
A. Use correct grammar, spelling, punctuation, capitalization and spelling structure.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Develop multi-paragraph compositions that include fully-developed paragraphs and secondary levels of support	Develop compositions that include a variety of sentence types (interrogative, exclamatory, imperative, declarative)	Develop compositions that include a variety of sentence structures (simple, compound, compound/complex)	Use a variety of sentence types (e.g., simple, compound, complex, no fragments or run-ons) in a multi-paragraph composition that utilizes appropriate transitions and clearly stated support
Use correct spelling of grade level high frequency words (no excuse words)	Use correct spelling of grade level high frequency words (no excuse words)	Use correct spelling of grade level high frequency words (no excuse words)	Use correct spelling of grade level high frequency words (no excuse words)
Use quotation marks in direct quotations		Use commas joining two independent clauses	Utilize ellipses, colons, semi-colons, dashes, appositives
Construct sentences using effective transition words and phrases between paragraphs	Construct complete sentences using correct form of regular and irregular verbs	Construct sentences using consistent verb tense and correct pronoun-antecedent agreement	Develop compositions that include a variety of sentence structures and transitions
Use adjectives and adverbs to enrich written language	Demonstrate appropriate use of the eight parts of speech: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and interjection		

STATE GOAL 3: Write to communicate for a variety of purposes.				
B. Compose well-organized and coherent writing for specific purposes and audiences.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
	Use prewriting strategies (brainstorming, graphic organizers) with teacher support to generate and organize ideas		Use prewriting strategies (brainstorming, graphic organizers) to generate and organize ideas	Select appropriate prewriting strategies for the established writing purpose
Develop a focused text using pictures, letter approximations, labels or simple text	Compose a focused text using pictures and basic text	Develop a composition using specific organizational structure (poetry, prose, letters)	Write an expository composition explaining a specific topic that maintains a clear main idea, is supported with specific details, and has a logical flow of ideas with coherence and cohesion	Organize a coherent structure appropriate to the purpose audience, and context for narrative, expository and persuasive compositions
	Establish a purpose for writing based on context	Set the purpose for writing based on context and audience	Set the purpose of the expository composition through a specific preview	
			Maintain logic throughout the expository composition	
	Use details (word approximations, illustrations, text) that support the focus of the writing	Elaborate and support written content with facts, details, and description	Include specific details in the expository composition that support major points	Elaborate details through facts, descriptions, reasons, or narration
		Recognize and develop voice in writing	Maintain a consistent voice throughout an expository composition	
	Organize pictures and text in narrative and expository writing	Use basic transitions to connect ideas	Include a clear and evident structure with beginning, middle, and end	Use appropriate transition words and phrases to connect and unify key ideas
				Analyze basic audience and purpose for writing and choose the appropriate form (letters, poems, reports, narratives)
		Develop a concluding sentence		
		Make expanded word choices that relate to the topic of the writing		
		Write in the first and third person		Identify and use analogy in writing

STATE GOAL 3: Write to communicate for a variety of purposes.				
B. Compose well-organized and coherent writing for specific purposes and audiences.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Proofread/edit for correct conventions including beginning capitalization	Proofread/edit for correct conventions including end marks (period, question mark)	Proofread/edit for correct conventions including appropriate capitalization (beginning capitalization, proper nouns) and end marks (period, question mark, exclamation mark)	Proofread/edit for correct conventions including end marks, commas, and quotation marks	Proofread/edit for correct conventions including apostrophes
	Revise pictures/text to prepare for publication		Reread and revise to improve content	Evaluate writing and revise to improve content
			Apply specific criteria (rubric) to judge the quality of writing	
			Select effective formats for publication of final product	

STATE GOAL 3: Write to communicate for a variety of purposes.			
B. Compose well-organized and coherent writing for specific purposes and audiences.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Use prewriting strategies (webbing, listing, outlining) to generate and organize ideas		Use a range of prewriting strategies to choose a topic, organize and generate ideas	
	Write a persuasive composition with a clear focus, in-depth and balanced support, a logical flow of ideas with coherence and cohesion	Use an effective and coherent organizational pattern (sequence, cause/effect, comparison) in a composition	
Set the purpose of the expository composition through a thematic introduction or a specific preview	Set the purpose of persuasive writing through a thematic introduction or specific preview		Develop the opening of a persuasive composition using anecdotes, quotations, definitions, personal appeals or other effective strategies
Compose a topic sentence to establish and maintain a topic	Maintain logic in a persuasive composition	Compose a clear thesis/claim that contains the main idea in a composition	Clearly maintain logic and position throughout a persuasive composition
Build and connect supporting ideas in the expository composition to create depth	Include specific details to support major points in a persuasive composition		Use multiple strategies to develop support (explanation, evidence, examples) in a persuasive composition
	Maintain a consistent voice throughout a persuasive composition	Choose the appropriate form, voice and style for the audience and purpose of the composition	Establish a personal voice and style
Use appropriate paragraphing for major points in an expository composition and connects sentences and paragraphs with appropriate transitions	Use transitional words and phrases to connect and unify sentences and paragraphs	Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices	Connect sentences and paragraphs in a persuasive composition through effective and varied transitions and other devices (repetition, pronouns, synonyms, parallel structure)
Use adjectives and adverbs to enrich written language	Write a personal narrative composition that presents and maintains a unifying event, describes the action and reaction of participants, and with coherence and cohesion	Choose the appropriate form for the purpose of writing (letters, essays, poems, reports, narratives)	
	Maintain the subject and unifying event of a personal narrative with the event commented upon by the end of the composition		Clearly set the purpose of the composition through a successful introduction strategy
Write an effective closing that relates to the topic in an expository composition			Write an effective closing that unifies the writing
	Develop major episodes/reactions in a personal narrative with specific details and examples		Describe events/reactions in a personal narrative through multiple strategies (points of view, dialogue, others' reactions)
Organize paragraphs with regard to purpose, audience, and context	Write a sequence of episodes in a personal narrative that move through time		Logically present and interrelate episodes and reactions in a personal narrative

STATE GOAL 3: Write to communicate for a variety of purposes.			
B. Compose well-organized and coherent writing for specific purposes and audiences.			
Grade Five	Grade Six	Grade Seven	Grade Eight
	with a beginning, middle and end		
Proofread/edit for correct conventions including quotation marks in direct quotations		Proofread/edit for correct conventions including commas joining two independent clauses	Proofread/edit for correct conventions including ellipses, colons, semi-colons, dashes, appositives
		Revise to maintain a consistent voice, tone and focus throughout the writing	Use a variety of revision strategies to improve clarity of writing
		Use graphic aids to support the presentation of the published pieces (e.g., banners, charts, maps, models, games, interviews and surveys)	Locate, organize and use information from various credible sources to answer questions, solve problems and communicate ideas
	Publish a variety of writing within each genre (poetry, short fiction, friendly letter)	Publish a variety of writing within each genre (short fiction, newspaper articles, essays)	Publish a variety of writing within each genre (short fiction, research reports, essays)

STATE GOAL 3: Write to communicate for a variety of purposes.				
C. Communicate ideas in writing to accomplish a variety of purposes.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Recognize the basic components of the writing process (e.g., prewriting, drafting, publishing)	Use the writing process for a variety of purposes (e.g., narration, exposition).	Use the writing process for a variety of purposes (e.g., narration, exposition, persuasion)	Use the characteristics of a well-developed narrative, expository, or persuasive piece	
Recognize that writing serves a variety of purposes (narration, exposition, poetry)	Use different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions)		Use different forms of creative writing (e.g., song, poetry, short fiction, play)	Write creatively for a specified purpose and audience (poetry, play, rap)
		Use diagrams or illustrations, as appropriate to the text	Use appropriate language, detail, and format for a specified audience	Compose a multi-paragraph piece that presents one position and offers sufficient support
Create a basic publication using available resources (e.g., pictures, colors, computer)		Rely on text as well as pictures to convey meaning		Write friendly letters
	Use available technology to compose and edit written work		Use available technology to plan, compose, revise, and edit written work	

STATE GOAL 3: Write to communicate for a variety of purposes.			
C. Communicate ideas in writing to accomplish a variety of purposes.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Compose writing that supports a topic of thesis statement with evidence (newspaper article, report, brochure)	Write an expanded narrative account (journal, memoir) that establishes a context, creates a point of view, and develops a focused impression	Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression	
Write creatively for a specified purpose and audience (poetry, radio scripts, short story)	Write creatively for a specified purpose and audience (poetry, play, TV commercial)		
	Demonstrate the proper format and conventions for business letters		Complete a sample application accurately using standard grammatical conventions
Use available technology to design, produce, and present compositions and multimedia works		Use available technology (web pages, presentations, speeches) to design, produce and present compositions and multi-media words	Use available technology to draft, design, produce, revise, and present compositions and multimedia words for specified audiences

STATE GOAL 4: Listen and speak effectively in a variety of situations.				
A. Listen effectively in formal and informal situations.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Listen and attend to classmates and adults without interrupting		Listen attentively by facing the speaker, making eye contact, and paraphrasing		Evaluate the situation and assume appropriate listening mode
Respond through movements both individually and in unison	Respond through movements, gestures, questions, and retelling	Respond to comments made by others by providing new, additional information	Paraphrase the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations)	Summarize the content of both formal and informal presentations or messages (e.g., directions, announcements, conversations, speakers, media presentations)
Formulate both a response statement and question	Use question-building words appropriately (e.g., what, when, how, why, could, should, did) and appropriate answers	Respond in an appropriate manner to questions and discussion with relevant and focused comments	Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies)	Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning, and problem-based learning interactions)
	Differentiate between a statement and a question	Consistently ask for clarification		
	Formulate relevant questions and respond to questions in a media presentation		Distinguish between main ideas and details in oral presentations	Separate main ideas from supporting facts and details in oral responses
Complete a 2-step task based on oral instructions	Complete a 2 or more step task based on oral instructions	Complete a multi-step task based on oral directions		Paraphrase and execute multi-step directions
			Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction)	

STATE GOAL 4: Listen and speak effectively in a variety of situations.			
A. Listen effectively in formal and informal situations.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Focus on the speaker as sender of the message	Focus attention on speaker as sender of the message to determine meaning from speaker's words, voice and body	Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages	Differentiate between the speaker's factual and emotional content; infer the speaker's personal bias and purpose; recognize the impact of these on the message
Recognize personal bias and its impact on the message	Paraphrase, summarize, and respond to the content of formal or informal spoken presentation or message in either written or oral form		Respond through analysis, synthesis, and evaluation of information from recorded materials and live presentations
Formulate questions needed to gather and clarify information	Ask and respond to relevant questions	Formulate probing, idea-generating questions to clarify meaning	Ask probing, idea-generating questions to clarify and add to meaning
Summarize in both oral and written form, information from formal presentations	Analyze in both oral and written form, information from formal presentations		
Differentiate between formal and informal purposes for listening			

STATE GOAL 4: Listen and speak effectively in a variety of situations.				
B. Speak effectively using language appropriate to the situation and audience.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Demonstrate awareness of speaker-audience relationship	Demonstrate awareness of situation and setting for oral messages		Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation	
	Focus and present information on a single topic	Prepare and practice an oral presentation in order to interest the listener	Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors)	Deliver presentation with language that is clear, audible, and appropriate
Demonstrate ability to stand and speak to a group independently	Maintain a topic and contribute information to discussions	Contribute relevant, appropriate information to discussions		Contribute meaningfully to small and large group discussions with acceptable verbal interaction (appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary)
	Present ideas in a logical order	Establish and maintain a focus	Use appropriate details (e.g., descriptive words, reasons) when speaking	
		Use details (descriptive words, reasons) in oral responses	Elaborate on main points with supporting details in oral presentations	Demonstrate traits of oral presentations intended to inform, to entertain, and to persuade

STATE GOAL 4: Listen and speak effectively in a variety of situations.			
B. Speak effectively using language appropriate to the situation and audience.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Analyze characteristics of one's audience and prepare appropriate presentations		Align content, vocabulary, rate, volume, and style with the characteristics of the audience in an oral presentation	
Prepare and practice a presentations to fit within a given time limit	Create a PowerPoint as a visual guide during an oral presentation and use language that is clear and appropriate		Deliver oral presentation, using available technological resources (e.g., Promethean Board, Movie Maker, Moodle, Photo Story, etc.) and use language that is clear and appropriate
Use language that is clear, audible and appropriate		Identify and use discussion techniques to arrive at a consensus of opinion	
Use appropriate grammar, word choice, and pacing when developing main ideas for purposes of informing, persuading and entertaining for appropriate audience	Align content, vocabulary, and style with characteristics of audience and intent of the message		Use an interesting introduction, appropriate organization and an effective conclusion in an oral presentation
	Use notes, outlines and visual aids in oral presentations		Manage use of note cards, graphic organizers and various forms of outlining and/or other visual aids in oral presentations

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.				
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
	Use brainstorming to generate questions and gather information	Generate questions of interest (e.g., using KWL, webs, graphic organizers) to define the focus of research		Formulate questions using aids (e.g., KWL, webs, graphic organizers) to narrow the focus of the research
Discuss prior knowledge of topic	Use prior knowledge of topic and generate questions and gather information	Collect information relevant to the topic	Use a variety of sources (reference books, encyclopedia, and available technology) to collect information relevant to a topic	
Use books and other media to learn something new about a topic	Recognize that information is available through an organizational system (e.g., library, media center, classroom resources, and available technology)	Use text aids (e.g., table of contents, glossary, index, alphabetical order) to locate information in a book	Use an organizational system (e.g., media center, classroom resources, available technology) to locate information	Design a research plan and prepare a project
	State and sort necessary information for a project	Analyze (e.g., categorize, classify, sort, organize, combine) information for a project	Appropriately cite sources in an acceptable format (title, author, copyright date)	
	Use graphic aids (webs, organizers) to organize information			Develop a bibliography using an acceptable format

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.				
B. Analyze and evaluate information acquired from various sources.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
	Asks simple questions to clarify ideas about a specific topic		Formulate questions to define ideas through oral discussion about a specific topic	Analyze information from primary print and non-print sources
	Distinguish between relevant and irrelevant information	Use key words to identify relevant information	Distinguish between primary and secondary sources	Recognize criteria for determining credible sources

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.				
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.				
Grade K	Grade One	Grade Two	Grade Three	Grade Four
Draw and/or use developmental writing to share information about a topic	Organize ideas to define the focus of details (drawing, telling, writing)	Gather and organize related information under a main topic	Develop acquired information by using various formats (research paper, poem, story, play, letter)	
		Share information about a topic		Present information in oral, written, and/or available multimedia forms

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.			
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Determine types of information needed to solve a problem or extend information about a topic (fact/opinion, example/evidence)	Formulate questions to direct research	Survey a subject and select a topic	
Use a variety of sources, reference books, newspapers, magazines, encyclopedia, interviews, and available technology to collect information relevant to a topic		Choose and evaluate information acquired from primary and secondary sources	Identify and use accurate, current and credible sources to solve problems or answer questions through research.
Organize and integrate information from a variety of sources (books, interviews, library reference materials, web sites)	Organize and integrate information in an orderly manner (note cards, outlining, sequencing)		Organize information for different formats (e.g. narrative report, data analysis)
	Cite the source(s) of all direct quotations and paraphrased/ summarized information		Analyze, evaluate and synthesize original work and researched information
	Understand the definition and ramifications of plagiarism and the need for a bibliography		Develop a bibliography from identified and evaluated information AND cite source(s), direct quotations and summarized information using MLA or APA standards

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.			
B. Analyze and evaluate information acquired from various sources.			
Grade Five	Grade Six	Grade Seven	Grade Eight
Identify relevant primary and secondary sources.	Select and evaluate primary and secondary sources	Analyze and evaluate primary and secondary sources (print and non-print) to gain new information	

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.			
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.			
Grade Five	Grade Six	Grade Seven	Grade Eight
	Design and present a written or oral project using text, graphic materials, or visual aids		Design and present a video or multimedia project
Communicate, in various formats, information that was gathered by either inquiry or research. (e.g. interviews, surveys, software)		Gather/organize/synthesize information in an appropriate format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of presentation (e.g., inform, persuade, entertain)	