ENGLISH LANGUAGE ARTS KINDERGARTEN

STANDARD 1 Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of kindergarten, students will be able to:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
K.1.1 Listen with comprehension	• Listen and respond to books, stories, poems read aloud.	Picture books (trade books)
	• Retell, repeat and recite rhymes, poems, songs and stories heard.	Listening centers (tape recorder, headphones, and tapes)
	• Retell the story in Marshallese (or mix of Marshallese and English) when read to in English.	
	• Draw pictures in response to simple English sentences and stories.	
K.1.2 Apply basic alphabetic principles	• Associate letters and sounds in isolation and in word groups.	Letter –sound games Magnetic letters
	• Hear initial, middle, and final sounds in words.	
K.1.3 Pronounce English vowels and consonants.	• Combine English sounds into words and place stress on syllables appropriately.	Listening centers (tape recorder, headphones, and tapes)

ENGLISH LANGUAGE ARTS KINDERGARTEN

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Kindergarten students will be able to:	Students will be achieving this outcome when they, for example:	
K.2.1 Understand basic vocabulary	• Use receptive vocabulary (know the meaning of grade-level words they hear in English) to understand meaning (of signs, simple phrases).	Flash cards Word walls
K.2.2 Recognize common words	• Quickly and accurately recognize words that occur frequently in the texts they 'read' (e.g., mother, father, sister, brother, baby).	High frequency English word cards
K.2.3 Pretend read	• Demonstrate good reading behaviors: hold the book to read from front to back, turn pages carefully, follow the words from left to right).	Narrative and informational picture books (Cook Island Readers, Harcourt Phonics books #1 & 2)

ENGLISH LANGUAGE ARTS KINDERGARTEN

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Kindergarten students will be able to: K.3.1 Learn letter shapes of familiar words	Students will be achieving this outcome when they, for example: • Form recognizable letters for familiar words, write letter combinations, label pictures and objects, and use the sounds of simple 1-2 syllable words to write the letters.	Upper and lower case alphabet on the wall (2 sets per classroom)
K.3.2 Pretend write	• Write and/or illustrate the words/phrases they know or in response to experiences or reading. • Write simple phrases to represent an idea.	Chart paper 3-line paper

ENGLISH LANGUAGE ARTS GRADE 1

STANDARD 1   Students will speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of grade 1, students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
1.1.1 Identify basic sounds of English	• Distinguish individual sounds in words (initial, final, and middle) • Distinguish individual words in oral sentences • Hear and respond to rhymes and rhyming words	
1.1.2 Comprehend what is heard	• Retell stories heard • Recall main ideas from information heard • Listen and respond to questions, simple directions and instructions, oral stories and information.	
1.1.3 Comprehend and communicate using oral vocabulary	• Listen and recall details in stories • Use vocabulary to describe objects, events, places, and people	
1.1.4 Demonstrate oral fluency	• Repeat phrases or chants with rhythm • Make requests, ask questions, share experience and ideas or state reactions to everyday events	

ENGLISH LANGUAGE ARTS GRADE 1

STANDARD 2   Students will read fluently and with comprehension

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end Grade 1 Students will be able to: 1.2.1 Build vocabulary.	Students will be achieving this outcome when they, for example: • Recognize accurately and quickly 50 high frequency words • Identify, sort, and classify English words for body parts, color, and size.	List of sight words. List of foundational words appropriate for grade 1. Word Wall
1.2.2 Use conventions of print.	• Recognize conventions that lead to good reading behaviors (e.g., directionality, spaces, capital letters, punctuation – period, question mark, comma, quotation marks).	
1.2.3 Use early reading strategies.	• Tell what they know from a title or picture. • Predict what might happen in a story from prior knowledge and experience.	
1.2.4 Read messages, stories and information	• Read simple English stories (words, short phrases, simple sentences) with picture support. • Associate symbols (icons) with phrases that express their use (e.g., cars slow down here). • Record simple responses in English as much as possible but Marshallese as well as and drawings and illustrations in reading logs.	Wide selection of trade books on different topics and at beginner levels – both narrative and informational texts.

ENGLISH LANGUAGE ARTS GRADE 1

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks) By the end of grade 1 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
1.3.1 Write phrases	• Write simple everyday English words that are important	
1.3.2 Prepare for writing	• Create story or information text ideas individually or in groups before writing (discuss ideas, brainstorm, refer to the word wall)	
1.3.3 Write to communicate	• Make picture/story books with 3 or more drawings (write captions, labels, phrases to describe the pictures, sentences) • Write to give information (e.g., invitation, list)	
1.3.4 Write using conventions	• Capitalize, spell and use simple punctuation (period, question mark, comma, quotation marks) correctly.	

ENGLISH LANGUAGE ARTS GRADE 2

STANDARD 1   Students will speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of grade 2, students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
2.1.1 Recognize and produce English sounds	• Say the sounds of letters or syllables in 2 and 3 syllable words. • Blend sounds of simple words. • Replicate stress and intonation patterns of rhymes and repeated sounds.	
2.1.2 Comprehend what is heard	• Identify ideas and information from what is heard (e.g., oral retell, summarize). • Ask and answer questions related to what is heard. • Follow two and three step oral commands supported by gestures or realia.	
2.1.3 Respond appropriately to oral communication	• Actively participate in class discussions. • Listen with respect and attention to storytellers, guests, teacher and classmates.	
2.1.4. Recognize and produce grade-appropriate foundational and academic vocabulary (300-500 words per year or 8-10 per week) through direct instruction**.**	• Tell the meaning of simple words used in a story read aloud. • Use new words in oral sentences and storytelling.	

ENGLISH LANGUAGE ARTS GRADE 2

STANDARD 1   Students will speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
2.1.5 Use speaking conventions	• Say words clearly and loudly enough for others to hear and understand. • Perform with expression rhymes, chants or verses developed with a partner.	

ENGLISH LANGUAGE ARTS GRADE 1

STANDARD 2   Students will read fluently and with comprehension.

EXPECTATIONS (Benchmarks) By the end of grade 2 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
2.2.1 Develop phonological awareness	• Recognize short and long vowel sounds and blended sounds. • Identify words in set with same initial or final sounds. • Segment and blend 2 & 3 syllable words.	
2,2,2 Use reading conventions.	• Make use of punctuation in comprehending what is read (exclamation mark, question mark, capital letters for proper names). • Recognize visual differences between a story and an expository text (e.g., page layout). • Answer questions related to illustrated announcements, or memos with a partner.	
2.2.3 Use reading strategies and resources to comprehend the meaning of a text. .	• Activate and build background knowledge about the topic of a text to be read (e.g., brainstorm, KWL, list, web or orally describe things already known). • Use context clues, dictionary, or word part clues to determine the meaning of new words. • Use text structure (story structure, compare/contrast, sequence) and associated signal words (e.g., first, finally) to help comprehend the text.	

ENGLISH LANGUAGE ARTS GRADE 2

STANDARD 2   Students will read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
2.2.3 (Continued)	• Ask questions before, during, and after reading.	
2.2.4 Respond to what is read	• Connect personal experiences to stories and other readings. • React to the characters in the story. • Agree or disagree with ideas read. • Question what is read.	

ENGLISH LANGUAGE ARTS GRADE 2

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 2 students will:	Students will be achieving this outcome when they, for example:	
2.3.1 Expand writing vocabulary (300-500 words per year or 8-10 words per week)	• Use grade-level foundational words appropriately in writing. • Use grade-level content-specific words appropriately in writing.	
2.3.2 Write to communicate.	• Share ideas and understandings with others in writing. • Summarize using webs, maps, drawings, and words. • State opinions are visually supported with a partner.	
2.3.3 Use writing conventions.	• Use sounds of new words to spell on your own (invented spelling). • Apply rules learned to spell foundational words accurately. • Use capital letters and grade-level punctuation appropriately	
2.3.4 Reflect on writing	• Compare writing from beginning of year. • Set new goals for writing. • Apply self-assessment to new writing tasks.	

ENGLISH LANGUAGE ARTS GRADE 3

STANDARD 1   Students will speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of grade 3 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
3.1.1 Use appropriate listening behaviors.	• Listen attentively and clarify courteously and respectfully to understand information, ideas and opinions stated by others.	
3.1.2 Comprehend what is heard.	• Apply thinking skills to information presented orally (distinguish between facts and opinions, between main and supporting ideas, identify the purpose of speakers, identify word parts, vivid words). • Ask literal, interpretive, and evaluative questions about what was heard.	
3.1.3 Increase vocabulary (300-500 words per year or 8-10 words per week) through direct instruction.	• Speak confidently and clearly using appropriate English words that fit the situation and topic.	
3.1.4 Speak for a variety of purposes and audiences.	• Recount experiences and events, report information, ideas and opinions to friends, family, adults.	
3.1.5. Use speaking conventions appropriate for grade-level.	• Apply speaking conventions to communicate clearly with others—speak clearly, distinctly, good pacing and expression, use the tone of your voice to emphasize meaning, use body language to help listeners.	

ENGLISH LANGUAGE ARTS GRADE 3

STANDARD 2   Students will read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 3 students will: 3.2.1 Increase foundational and academic vocabulary (300-500 words per year or 8-10 words per week) through direct instruction.	Students will be achieving this outcome when they, for example: • Demonstrate knowledge and use of essential English words in a variety of subject areas (the foundational and academic vocabulary used in language arts, mathematics, science, health, social studies for grade 3). • Use reference tools (dictionaries, thesauruses) to check meaning, usage, pronunciation, synonyms and antonyms of English words found in reading.	
3.2.2 Read with fluency.	• Read a variety of texts orally (reading that is clear, smooth, with emphasis that reflects punctuation, rhythm and expression).	
3.2.3 Read a wide variety of texts independently	• Read expository texts (reports, government publications, news articles, pamphlets, magazines, charts, diagrams, tables). • Select and read fiction and non-fiction texts related to a topic, issue, question, process or person of interest (essays, opinion pieces, histories, advertisements, directions).	

ENGLISH LANGUAGE ARTS GRADE 3

STANDARD 2   Students will read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 3 students will: 3.2.4 Select and apply reading strategies effectively	Students will be achieving this outcome when they, for example • Select and apply appropriate strategies (use title, illustrations, Table of Contents, index, headings, chapter notes and glossary to locate information in texts and confirm meaning; predict and confirm meaning). • Identify and support from the text main idea, characters, events, setting and sequence of events in short stories, novels, stories, poetry and other printed materials.	
3.2.5 Comprehend fiction, non-fiction and procedural texts	• Create accurate outlines, timelines, graphs, charts, maps, tables to represent information in text. • Answer factual, analysis, comparison, inference and evaluation questions based on reading. • Follow written directions to complete projects, recipes, procedures or processes.	
3.2.6 Respond to reading	• Analyze, interpret and respond to texts (analyze, compare and evaluate information on topics or issues using multiple sources; interpret details and identify patterns in numeric and graphic data). • Identify the purposes of selected persuasive writing and strategies used to convince readers (persuasive terms used, mixing fact and opinion, selecting only examples that support the writer's point of view).	

ENGLISH LANGUAGE ARTS GRADE 3

STANDARD 2   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 3 students will: 3.3.1 Prepare for writing.	Students will be achieving this outcome when they, for example: • Read and identify characteristics of paragraphs, stories, persuasive texts, reports, news articles, letter • Gather information from at least two different sources for report writing in science, social studies, health, mathematics or other topic area. • Organize ideas and information for writing (outline, web, list essential vocabulary, take notes, pick out important ideas and information, identify Who, What, Where, When, Why).	
3.3.2 Write for a variety of purposes.	• Write to inform, recount, explain, report; tell stories, give directions, interpret data, represent graphic information, document observations and investigations, explain problems and solutions, persuade, entertain, and respond.	
3.3.3 Apply criteria to review, polish and publish selected writing.	• Review and revise for word choice (content area vocabulary, metaphors, similes, words that bring ideas to life, synonyms etc.) to help readers understand. • Review and revise for organization (a sequence that makes sense with a beginning, middle and conclusion).	

ENGLISH LANGUAGE ARTS GRADE 3

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
3.3.3 continued)	• Review and revise for content accuracy in information writing (review title, headings, pictures facts and illustrations) to be sure they are directly related to the topic.	
3.3.4 Reflect and set goals for writing	• Apply feedback to identify strengths and areas to improve. • Self-assess your writing to set future writing goals.	

ENGLISH LANGUAGE ARTS GRADE 4

STANDARD 1   Students will speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of Grade 4 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
4.1.1 Listen to learn	• Give reader's response to literary texts including poetry. • Make inferences about a speaker's purpose (to inform, persuade, entertain, question) • Listen to the ideas and words of others in class discussion,	
4.1.2 Use English in grade-appropriate ways for different settings, purposes and situations.	• Recount an event at school for the teacher, for other students, for family. • Invite the community to visit the school for a special event.	
4.1.3 Recognize and produce persuasive speech	• Listen to examples of short persuasive speaking (radio or television advertisements, invitations, government speakers, campaigns – clean up, stop smoking) and pick out persuasive words. • Give a short oral presentation to convince others to agree with you using words that appeal to emotions.	

ENGLISH LANGUAGE ARTS GRADE 4

STANDARD 2   Students will read fluently and with comprehension.

EXPECTATIONS (Benchmarks) By the end of Grade 4 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example	RESOURCES
4.2.1 Understand and apply new grade-appropriate vocabulary learned through reading and word study	• Increase their word knowledge by learning word parts, word origins, content words, and signal words. • Build their vocabulary through reading texts as a whole class, participating in reading groups/circles, and reading independently.	
4.2.2 Use print, visual, and on-line (where available) resources daily.	• Use a dictionary and/or thesaurus for unknown words, correct spelling, improve word choice or check for appropriate use.	
4.2.3 Use reading strategies to make meaning from a variety of texts	• Note features (map legends, table organization, different fonts or typeface that help the reader locate important information) • Recognize simple structural patterns – sequence, compare/contrast, cause/effect. • Distinguish facts from fiction. • Explain the problem or conflict in a story	

ENGLISH LANGUAGE ARTS GRADE 4

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks) By the end of Grade 4 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example	RESOURCES
4.3.1 Use different writing processes for different purposes.	• Know the purpose for writing and choose the process to match the purpose (e.g., an invitation – draft, revise, edit, rewrite, deliver) • Draft a text: stay on topic, join related sentences into paragraphs (cohesion – conjunctions and pronoun reference) and add details to make text interesting. • Quick write an idea, journal entry, or explanation.	
4.3.2 Respond to what is written.	• Explain what is liked about self and others' texts. • Create simple writing rubric (content, conventions, relevance) to give feedback to the author constructively.	
4.3.3 Assess, revise, and edit	• Edit for punctuation, capitalization, and spelling. • Identify what's good about text and what would make it better. • Check that information flows in a logical, accurate sequence; revise wording and content as needed.	

ENGLISH LANGUAGE ARTS GRADE 5

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of Grade 5 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
5.1.1 Listen to comprehend	• Discuss a variety of oral presentations such as stories, poems, skits, songs or information talks. • Follow multi-step oral directions. • Respond to a variety of speakers.	
5.1.2 Speak with grade-appropriate fluency,	• Use the rhythm of English when speaking. • Use appropriate volume and pacing for different settings.	
5.1.3 Communicate for a purpose.	• Explain how to do something (ride a bike). • Respond to literature and poetry. • Give and follow two, three, and four step directions.	
5.1.4 Listen critically.	• State the speaker's perspective. • Analyze persuasive techniques heard.	

ENGLISH LANGUAGE ARTS GRADE 5

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 5 students will: 5.2.1 Expand vocabulary through reading.	Students will be achieving this outcome when they, for example: • Use definitions and context clues to make meaning of English words.	
5.2.2 Use grade-appropriate comprehension strategies when reading.	• Predict what a story will be about using story titles, pictures, and prior knowledge. • Generate questions after reading. • Identify patterns in text (story, structure, sequence, compare/contrast, cause/effect).	
5.2.3 Use multiple modes to demonstrate comprehension.	• Create artwork in response to something read. • Interpret graphics (graphs, maps, stories).	

ENGLISH LANGUAGE ARTS GRADE 5

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 5 students will:	Students will be achieving this outcome when they, for example:	
5.3.1 Use cursive writing.	• Write letters of the alphabet cursively. • Write cursively for final draft of text.	
5.3.2 Create more complex texts.	• Stay on topic and join related sentences with appropriate signal words to form a coherent paragraph.	
5.3.3 Respond to texts self and other have written.	• Think about their texts and respond to the questions: Do It like it? What do I like about it? What would I change? • Read and offer revision suggestions to encourage others' writing. • Evaluate self and others' texts using a rubric.	
5.3.4 Use grade-appropriate mechanics of English.	• Use inventive and conventional spelling for new words. • Use commas, proper names, quotation marks, and colons appropriately in writing.	

ENGLISH LANGUAGE ARTS GRADE 6

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of Grade 6 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
6.1.1 Listen to comprehend.	• Discuss character in story in small groups.\ • Express interest in the ideas of others. • Offer suggestions, elaborate on ideas and provide positive comments. • Listen to recount information from a variety of oral presentations (stories, poems, skits, songs, personal accounts or informational speeches).	Narrative and informational texts: Harcourt reading materials Trade books
6.1.2 Listen and speak with respect for others	• Show respect for others by communicating idea and information with courtesy to a group of elders. • Express their ideas, thoughts, and feeling with pride.	

ENGLISH LANGUAGE ARTS GRADE 6

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks) By the end of Grade 6 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
6.2.1 Build vocabulary.	• Extend foundational and academic vocabulary by 15 -20 words per week • Identify and use prefixes, suffixes and root words to help determine the meaning of new words (suffixes- ly, -ful, -able, -less, -tion, -sion, and prefixes un-, re- , dis-, im-, non-, pre-). • Use reference materials to research meanings of words (dictionary, thesaurus, etc. • Use context clues to determine meanings of words.	Dictionaries Thesauruses
6.2.2 Use comprehension strategies.	• Describe narrative elements (define and identify set- ting, characters, plot, main idea, conflict/resolution). • Locate information using table of contents, index, headings, and sub-titles. • Explain the difference between summary (telling key information in the text) and interpretation (telling what it means to you). • Identify cause and effect structures in expository text. • Identify examples of facts and opinions in text and explain the difference. • Identify author's purpose.	

ENGLISH LANGUAGE ARTS GRADE 6

STANDARD 2　　Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
6.2.3 Analyze literature.	• Describe characteristics of fairy tales (imaginative settings, good vs. evil, stereotypical characters). • Define themes in stories read (literary words). • Analyze physical and emotional traits of characters (e.g. –tall, athletic, smart, hardworking). • Identify the use of figurative language (similes, metaphors, and exaggerations in readings).	

ENGLISH LANGUAGE ARTS GRADE 6

STANDARD 3   Students write fluently for a variety of purpose and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 6 students will: 6.3.1 Use the writing process.	Students will be achieving this outcome when they for example: • Select important information about a topic from reading, observation, and experience to prepare for writing. • Draft a paragraph about a topic they are studying. • Self edit conventions, (punctuation-capital letters, periods, commas, questions marks, quotation marks, exclamations; spelling, grammar). • Revise to improve their writing.	
6.3.2 Write literary texts for a variety of purposes.	• Create formal invitation for a school function • Translate a story into Marshallese. • Argue a perspective, even if its not their own.	
6.3.3 Write expository texts for a variety of purposes.	• Write local news stories for a class paper. • Write about the similarities and differences of two places studied. • Write letters, explanations and simple reports. • Write a short report about a place studies that includes what the place is named (nouns) what it is like (adjectives, descriptors_, what happens there (verbs.	
6.3.4 Write to reflect and respond.	• Write journal entries of reflections and response. • Write to assess personal learning and set goals.	

ENGLISH LANGUAGE ARTS GRADE 7

STANDARD 1   Students speak with fluency and listen with understanding

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 7 students will: 7.1.1 Apply knowledge of verbal and nonverbal language to communicate effectively in various situations (interpersonal, group, and public) for a variety of purposes.	Students will be achieving this outcome when they, for example: • Follow and adjust established or agreed upon procedures by group (e.g., fulfilling responsibilities , voting on disagreements to make group decisions roles). • Deliver oral report to a familiar audience on a researched topic. • Note verbal and non-verbal cues from the speaker and other listeners. • Summarize the message aloud in order to clarify ideas before choosing an appropriate response to the intended message. • Speak loudly or more quietly, at various rates, with or without emotion depending on the audience, and situation and to emphasize the content of the message (e.g., direct eye contact to small groups, scanning whole group with large groups.	

ENGLISH LANGUAGE ARTS GRADE 7

STANDARD 2   Students read fluently and with comprehension

EXPECTATIONS (Benchmarks) By the end of Grade 7 students will: 7.2.1 Use knowledge of the conventions of language and texts to comprehend texts (literary and informational) for a variety of purposes.	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example: • Increase grade-appropriate vocabulary 10-15 words a week through word study., lists word part study, word origins) and through reading (e.g., texts read as a whole class, in groups or independently). • Use new words in writing and speaking. • Use a variety of grade-appropriate print and online sources (where available) to research questions generated from reading.	RESOURCES
7.2.2 Use reading strategies to comprehend texts.	• Recognize organizational patterns and text structures found in expository texts. • Skim a selections for a specific detail. • State the main points or contention of the author and lists the evidence provided • Asses whether the main points are supported or the contention is appropriate based on the quantity and quality of the evidence. • Paraphrase or summarize information in texts.	

ENGLISH LANGUAGE ARTS GRADE 7

STANDARD 2   Students read fluently and with comprehension

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
7.2.3 Respond in literary texts from a range of perspectives: personal, interpretative, critical.	• Identify a perspective and explain how the author uses it. • Read texts that have a common theme and briefly describe how each text details the development of the them. • Describe the use of literary devices (sarcasm, symbolism) and stylistic elements (simile, metaphor, personification). • Use prior experiences to make a personal connection and better understand the motives of characters and the plot line.	

ENGLISH LANGUAGE ARTS GRADE 7

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 7 students will: 7.3.1 Use the writing process and conventions of language and research to comprehend and communicate effectively using a range of forms (text types).	Students will be achieving this outcome when they, for example: • Write narrative and include the major components with an emphasis on a conflict satisfactorily resolved. • Follow writing convention 'rules' (e.g., when to spell out numbers as words), constructs compound and complex sentences to support main idea. • Follow a standard format for citing references.	
7.3.2 Craft writing appropriate to audience and purpose.	• Adjust word usage knowing the audience (different words when peers are the audience than when adults are the audience). • Write purposefully to convince the community to agree with a predetermined perspective (e.g., communities should recycle).	

ENGLISH LANGUAGE ARTS GRADE 8

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of grade 8 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving this outcome when they, for example:	RESOURCES
8.1.1 Listen attentively and courteously.	• Clarify understanding of information, ideas, and opinions respecting and responding to others.	
8.1.2 Apply thinking skills to information presented orally.	• Distinguish between facts and opinions, between main and supporting ideas, identify the purpose of speakers, identify word parts, vivid words. • Demonstrate comprehension (present oral summaries, respond to questions, take notes, etc.).	
8.1.3 Speak confidently and clearly using appropriate English words that fit the situation and topic.	• Give an oral repost on a topic studies using appropriate foundational and academic vocabulary (e.g., if topic is on science, the speaker sound like a scientist).	
8.1.4 Speak for a variety of purposes and audiences.	• Recount personal experiences and community events. • Communicate information, ideas and opinions in response to local government official's speech (in person or on radio).	

ENGLISH LANGUAGE ARTS GRADE 8

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
8.1.5 Apply speaking conventions to communicate clearly with others.	• Speak clearly and distinctly, not too quickly, using the tone of their voice to emphasize meaning and body language to help listeners. • Apply criteria to self-assess and offer feedback to others - content/meaning, organization, voice, choice words and speaking conventions.	

ENGLISH LANGUAGE ARTS GRADE 8

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 8 students will: 8.2.1 Demonstrate knowledge of essential English reading vocabulary in a variety of subject areas (300-500 new words per year or 10-15 words per week).	Students will be achieving this outcome when they, for example: • Recognize and use the foundational and academic terms used in mathematics, science, health, social studies, etc. • Express ideas in detail using foundational and academic vocabulary. • Use reference tools to check meaning, usage, pronunciation, synonyms and antonyms of English words round in reading.	
8.2.2 Read a variety of texts fluently.	• Read orally demonstrate accuracy and automaticity with foundational words; expression that has a native-like rhythm and reflects understanding of words, meaning, and punctuation; and at a rate that is appropriate for grade 8.	
8.2.3 Read a wide variety of texts independently,	• Read texts (reports, government publications, news articles, pamphlets, magazines, charts diagrams, tables, etc.) for information. • Select and read fiction and non-fiction texts related to a topic, issue, question, process or person of interest (essays, opinion pieces, histories, advertisements, directions, etc.) • Discuss mysteries, humor, poems, plays, nature stories, science fiction, and personal stories read.	

ENGLISH LANGUAGE ARTS GRADE 8

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
8.2.4 Review the read purpose to select and apply appropriate strategies.	• Use title, illustrations, table of contents, index, headings, chapter notes and glossary to locate information in expository texts.	
8.2.5 Demonstrate comprehension of fiction, non-fiction and procedural texts.	• Identify and support from the text main idea, characters, events, setting, and sequence of events in short stories, novels, stories, poetry and other printed materials. • Create accurate outlines, timelines, graphs, charts, maps tables that organize data. • Answer factual analysis, comparison, inference and evaluation questions based on reading. • Following written directions to complete projects, procedures or processes. • Summarize reading with main ideas.	
8.2.6 Respond to reading.	• Analyze, compare and evaluate information on topics or issues using multiple sources. • Interpret details and identify patterns in numeric and graphic data. • Identify the strategies used to convince readers (persuasive terms used, mixing fact and opinions, selecting only examples that support the writer's point of view, etc.).	

ENGLISH LANGUAGE ARTS GRADE 8

STANDARD 3   Students write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks) By the end of Grade 8 students will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving the outcome when they, for example:	RESOURCES
8.3.1 Use the writing process.	• Gather information about a question or topic (math, science, social studies or health) from at least two different sources. • Take notes (pick out and take notes about important ideas and information - use headings, pictures, discussion and reports. • Assess each other's drafts to get and give feedback and use the information to improve reports. • Write paragraphs that include begin, middle, closing, main idea and supporting details.	
8.3.2 Write expository texts for different purposes (e.g., reports, representing data, persuasive texts)	• Apply writing skills to inform, recount, explain or report. • Write to give "how to" directions. • Respond to literary writing. • Write to convince readers to agree with a point of view (i.e., smoking should be banned…). • Represent ideas and data in (graphic) writing (i.e., population changes, numbers/percentages of people with specific diseases, increases/decreases in natural resources, immigration patterns). • Use a journal or reflections sheet to write thought, reactions, questions and learning needs. • Set goals for improving writing.	

ENGLISH LANGUAGE ARTS GRADE 9

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 9 the student will: 9.1.1. Communicate intended meaning in spoken English at grade level.	Students will be achieving the outcome when they, for example: • Justify/defend responses (e.g., speech, role play, discussion) to a text (poetry, literary text, expository text) presented orally. • Elaborate on personal needs and desires, routine activities, and preferences in informal social discussions and conversations. • Read poetry to a small group with inflection and fluency.	
9.1.2 Demonstrate comprehension of English as spoken by the teacher and in a variety of media forms featuring native speakers, including recorded reading, songs, and movies.	• Restate instructions given by the teacher orally for a group activity. • Take notes from a passage listened to using subheadings. • Debate a two-perspective discussion with a partner.	

ENGLISH LANGUAGE ARTS GRADE 9

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 9 the student will: 9.2.1 Comprehend various forms of grade-appropriate English publications read (e.g., newspaper, short stories, po-etry, informational text) at a literal level (what is stated directly in the text).	Students will be achieving the outcome when they, for example: • Summarize a short text in their own words. • Interpret written material into visual imagery. • Use text structure to literally comprehend expository text, (e.g., newspapers and magazines). • Explain techniques for learning vocabulary such as figuring out meaning from context and seeing rela-tionships among words using prefixes and suffixes. • Interpret information from visual aid including charts, tables, maps and bar graphs.	
9.2.2 Comprehend various forms of grade-appropriate English publications read (e.g., newspaper, short stories, po-etry, informational text) at an inferen-tial level (what is implied but not stated directly in the text.	• Interpret and illustrate inferences in visual imagery. • Infer character traits from a character's actions. • Elaborate on multiple meanings of newly-introduced vocabulary.	
9.2.3 Use a variety of resources to ac-cess information.	Gather (e.g., library, internet, elders/experts) and organ-ize relevant information.	

ENGLISH LANGUAGE ARTS GRADE 9

STANDARD 3   Students write fluently for a variety of purpose and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 9 students will: 9.3.1 Communicate their intended meaning using a variety of writing forms.	Students will be achieving the outcome when they, for example: • Elaborate on a school event in a letter to a friend. • Recommend a school project in a formal note to the principal. • Express semi-complex ideas and opinions in written form.	
9.3.2 Demonstrate knowledge and skills of grade-level appropriate English grammar.	• Use conventions of English consistently (e.g., tense-specific verbs, pronouns, singular and plural noun, and punctuation).	

ENGLISH LANGUAGE ARTS GRADE 10

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 10 students will: 10.1.1 Communicate intended meaning in spoken English at grade-level.	Students will be achieving this outcome when they, for example: • Paraphrase orally video or multimodal presentation heard. • Self-assess oral articulation. • Read poetry with fluency.	
10.1.2 Demonstrate comprehension of English as spoken by the teachers and in a variety of media forms featuring native forms featuring native speakers, including recorded reading, songs, and movies.	• Summarize text heard. • Prepare and deliver an oral report using control of voice, volume, posture and eye contact appropriate for the purpose and audience.	

ENGLISH LANGUAGE ARTS GRADE10

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of grade 10 students will: 10.2.1 Read and respond to various forms of nonfiction and expository English publications.	Students will be achieving the outcome when they, for example: • Extend pre-reading strategies such as brainstorming, vocabulary building, and accessing prior knowledge to make informed predictions about what they will encounter in the reading.. • Produce a comprehensive summary of the reading in their own words. • Apply vocabulary and comprehension strategies (questions generation, summarizing, text structure) to content texts. • Use visual aids to demonstrate their comprehension (e.g. charts, table, maps and bard graphs).	
10.2.2 Read and respond to various forms of grade-appropriate English publications.	• Identify and interpret consistent patterns of behavior of a character in a short story. • Discuss in detail with a partner the structures of a story, such as themes, plot, setting, characterization. • Summarize by identifying main ideas and supporting details to comprehend written text.	
10.2.3 Read and critically respond to various tests.	• Question the author's purpose for writing. • Determine the perspective the author is taking. • Explain their (the reader's) perspective. • Distinguish fact from fiction.	

ENGLISH LANGUAGE ARTS GRADE 10

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
10.2.4 Access a variety of resources to gather and organize information.	• Locate information using resources in the library) e.g., card catalog, encyclopedias, atlases, periodicals. • Use criteria to evaluate the accuracy of the information gathered.	

STANDARD 3   Students write fluently for a variety of purpose and audiences.

	Students will be meeting this outcome when they, for example	
By the end of Grade 10 students will: 10.3.1 Use correct forms of English to communicate their intended meaning.	• Use conventions of English consistently (e.g., tens-specific verbs, pronouns, singular and plural nouns, punctuation, function words, and structure words).	
10.3.2 Write for a variety of purposes.	• Compose a persuasive text. • Explain how-to in writing. • Compose poetry in response to a local issue. • Analyze how the language and style used in their own and others' writing represent different viewpoints.	

ENGLISH LANGUAGE ARTS GRADE 11

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 11 students will: 11.1.1 Speak effectively on a variety of topics and for a variety of audiences.	Students will be achieving this outcome when they, for example: • Debate local issues. • Explain information as a member of a panel. • Evaluate oral presentations using a rubric. • Make changes to oral presentation based on self assessment.	
11.1.2 Listen effectively to a variety of audiences.	• Ask questions of a speaker. • Take notes in a clear and organized manner from class lectures. • Infer meanings verbally or in writing from dictated texts. • Connect what speaker presents to what is known.	

ENGLISH LANGUAGE ARTS GRADE 11

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 11 students will: 11.2.1 Read various types of literature dealing with world culture.	Students will be achieving this outcome when they, for example: • Classify and recall events about the story using literary vocabulary (e.g., them, plot, setting, characterization, story structure, and parody). • Identify and elaborate on the author's purpose, intended audience, author's biases, and genre.	
11.2.2 Respond to various types of literature dealing with world culture through analyzing and identifying themes, author biases, and prior knowledge of various cultures around the world.	• Analyze a novel. • Compare texts from a variety of cultures around the world (e.g., short stories, novels, historical fiction, articles dealing with other cultures.	
11,2,3 Comp0rehens expository texts.	• Elaborate on new academic vocabulary. • Create a visual and aid depicting complex information and relationships based on what was read. • Interpret information from visual aids, including charts, tables, maps and bar graphs.	
11,2,4 Access information using multiple resources (primary and secondary).	• Synthesize a global issue by collecting information from community members and other local experts and resources in the library. • Justify a position/perspective based on information gathered from paper and on-line resources.	

ENGLISH LANGUAGE ARTS GRADE 11

STANDARD 3   Students write fluently for a variety of purpose and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 12 students will: 11.3.1 Communicate ideas in a more complex way, using the structure of a paragraph and multi-paragraph compo-sition.	Students will be achieving the outcome when they, for example: • Organize their ideas and adjust their style, for, and use of language to suit specific audiences and achieve specific purposes (e.g., argue for a school garden). • Compose an analytical paper on a issue important to them. • Use a bibliography and show proper citations of works used in research.	
11.3.2 Demonstrate ability to use a more precise and correct form of lan-guage.	• Use conventions of English consistently (e.g., tens-specific verbs, pronouns, singular and plural nouns, punctuation, function words, and structure words).	

ENGLISH LANGUAGE ARTS GRADE 12

STANDARD 1   Students speak with fluency and listen with understanding.

EXPECTATIONS (Benchmarks) By the end of Grade 12 student will:	SAMPLE PERFORMANCE INDICATORS Students will be achieving the outcome when they, for example:	RESOURCES
12.1.1 Speak effectively for more formal and complex purpose.	• Elaborate in impromptu speeches based on a topic given. • Discuss complex topics (e.g. roundtable discussions).	
12.1.2 Listen effectively for more formal and complex purpose.	• Listen to complex text or other audio media and make recommendations based on what was heard. • Summarize in writing oral texts heard.	

ENGLISH LANGUAGE ARTS GRADE 12

STANDARD 2   Students read fluently and with comprehension.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 12 students will: 12.2.1 Analyze an array of writing in various genres and form a solid literary base from which they will be prepared to enter college.	Students will be achieving the outcome when they, for example: • Demonstrate comprehension of various words including longer words of fiction, nonfiction, short storied and poetry, by responses and reflection on the reading and critical thinking questions. • Perform a short dramatic skit or longer play to demonstrate their comprehension of the text. • Analyze and justify personal preferences for authors, styles, themes, and other feature in a range of literary and factual texts. • Create visual aids depicting complex information and present the information to an audience.	
12.2.2 Access and produce information using various modes of production (technology, poetry, visually, print).	• Use available resources to access information (literary and informational text). • Critique information accessed using a rubric.	

ENGLISH LANGUAGE ARTS GRADE 12

STANDARD 3   Student write fluently for a variety of purposes and audiences.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 12 students will: 12.3.1 Communicate in formal written manner displaying higher level critical thinking in responses to reading.	Students will be achieving the outcome when they, for example: • Write, revise, and edit to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. • Identify, analyze, and evaluate the effects of combining written and visual features, relating the choice and use to particular purposes and audiences. • Produce written texts, identifying and discussing their language and literary qualities, political, and historical contexts.	
12.3.2 Compose of essays and paragraphs in various forms and demonstrating control of the English language in precision of word choice and grammar mastery.	• Self-assess by developing criteria to judge, revise, and improve writing. • Summarize lectures in an organized manner.	