



MINISTRY OF EDUCATION AND DEVELOPMENT

Department of Education

CURRICULUM AND INSTRUCTIONAL LEADERSHIP

BISHOP SPENCER BUILDING, 5 GLEBE ROAD, PEMBROKE HM 15, BERMUDA

MAILING ADDRESS: P. O. BOX HM 1185, HAMILTON HM EX, BERMUDA

• TEL: (441) 292-3507 • FAX: (441) 296-5526 • (441) 296-2843 •



BERMUDA PUBLIC SCHOOL SYSTEM ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS SUMMARY

MISSION STATEMENT

*The mission of the Bermuda Public School System
is to be the 1st choice in education
by providing rigorous and stimulating learning experiences
in safe, responsive environments
from which our students emerge confident and prepared
to compete and contribute locally and globally.*

November 2006

Quality Education for All

English Language Arts (EL)

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BERMUDA ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS (EL)

Teachers gradually raised the bar for student performance by analyzing the type of support their students needed to demonstrate the knowledge and skills in the standards and by creating learning experiences that slowly built a framework for success.

(Birdyshaw, Wixson and Yochum)

English Language Arts (EL) is a core discipline that embraces multifaceted domains of learning which are principally reading, writing, speaking and listening and processing information and mass media. English Language Arts also acknowledges that students will develop skills in both the mechanics of language, in the reading and appreciation of literature and will give consideration to how knowledge is presented. The goal is for students to communicate their understanding of these multifaceted domains of learning by demonstrating what they are able to do.

WHAT ARE ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS?

The *Bermuda Performance Standards for English Language Arts* indicate benchmarks that students are expected to reach at the end of each level of their development in English Language Arts. These standards have been adapted from international standards set by the boards of education across the United States and the United Kingdom. A wealth of experience and expertise from a team of educational specialists has been the backdrop infused into the development of the *Bermuda Performance Standards*.

The *Bermuda Performance Standards* are aligned with current research practices and provide a comprehensive guide to appropriately assess the quality and level of student work and teacher performance. The same rigor of coverage evident in the international standards is evident in the *Bermuda Performance Standards for English Language Arts*.

WHY ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS?

Performance Standards are expected to drive graded level assessment for every student, every year, at every level. Whereas the curriculum indicates what students should know and be able to do at the end of each year level, *performance standards* are guideposts embedded in the curricula that indicate to teachers what students should be able to do at the end of a specific time frame of a learning phase.

Performance Standards are not aimed to address every aspect of curriculum, but rather they are designed to be guideposts for teachers to assess both *what* the student is able to do at various stages and *how* the student moves toward the achievement of each performance standard. Thus, *Performance Standards* are learning expectations that guide instruction.

Reading is the first strand addressed in this document. **Reading** is a skill that is demanded in the global society. It is therefore critical that students become proficient readers to not only become literate, but also to meet increasing societal demands. Research has shown that students who read become better readers by **reading**. Thus, it is important to provide students with multiple opportunities for literacy development. Students will experience literacy growth by exposure to a variety of quality texts.

Writing is the second strand of learning. Students write to inform, to clarify, to persuade and to express personal ideas. Through writing students cultivate an appreciation for the elements of language (tone, style, word choice and conventions of language) as they experience English Language Arts.

Speaking and listening strand serve as a framework to strengthen proficiency in English Language Arts. Oral language is a foundation on which other literacy skills are built. Students gain proficiency by participating in one-on-one and group conferencing. They also strengthen **speaking and listening** skills by delivering singular and group presentations and by participating in the evaluative process. Students who speak well and listen well hold a distinct advantage in school and social situations and are prepared to meet the challenges of society.

Processing Information and Mass Media is the fourth strand. By demonstrating an awareness of the presence of media in daily lives of most people, students must make informed judgments about **television, radio, internet film productions and other technological advances**. It is important that they judge the extent to which the media are a source of entertainment and information.



These standards are for use in a diverse culture with a range of different settings. They are intended to focus on what is important and necessary for students to know, do and understand. Students will demonstrate competence in the following broad strands for English Language Arts:

STRATEGIC READING (R)

Reading is a process that includes interpretation of text. Strategic readers make meaning of text when they read, and extend their thinking by evaluating and making critical, thoughtful judgements.

- R1 Word Analysis and Vocabulary** - Students will use appropriate reading strategies in order to understand, reflect, evaluate and enjoy a variety of texts.
- R2 Meaning of Text/Reading Comprehension** - Students will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.

COMPREHENSION OF INFORMATIONAL TEXT (I)

Informational text is text that informs, explains, describes, presents information or persuades. Readers of informational text decode information from a wide range of genres for understanding.

- I1 Comprehension of Informational Text** - Students will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.
- I2 Comprehension of Procedural Text** - Students will demonstrate the ability to read, understand, and use documentary and procedural text.
- I3 Comprehension of Persuasive Text** - Student will consider the contributions of literary elements and devices when constructing meaning of a text.

COMPREHENSION OF LITERARY TEXT (L)

Literary text offers insight about the human experience and encourages students to examine genres, authors and conventions of literature.

- L1 Comprehension of Literary Text** - Students will consider the contributions of literary elements and devices when constructing meaning of text.
- L2 Comprehension of Characteristics of various genres** - Students will identify and analyze the characteristics of various genres as forms with distinct characteristics

LANGUAGE USAGE (U)

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement.)

- U1 Grammar and Conventions of Standard English Language** - Students will demonstrate the ability to control language by using correct grammar and conventions of Standard English Language.

WRITING (W)

Writing is the process of controlling language to communicate thoughts, ideas and concepts effectively. The writing process is developed well by giving consideration to purpose, audience, content, form, word choice and voice; by producing a series of drafts; and by receiving informed feedback.

- W1 Compose Writing** - Students will demonstrate the ability to compose fluently to express personal ideas, to inform and to persuade.

SPEAKING AND LISTENING (S)



Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

PROCESSING INFORMATION AND MASS MEDIA (M)

As students demonstrate awareness of the presence of media in their lives, they are encouraged to evaluate the role of the media, judge the extent to which the media is entertaining as well as informative and define the role of advertising as part of media presentation.

Although there are seven major strands in English Language Arts, indicators from five strands will be formally tested in the Bermuda Assessment Programme. An addendum to this set of standards follows in red. The addendum contains:

- All indicators of Speaking and Listening (S)
- All indicators of Processing Information and Mass Media (M)
- Selected indicators from the remaining five strands: Strategic Reading (R), Comprehension of Informational Text (I), Comprehension of Literary Text (L), Language Usage (U), and Writing (W)

This section is displayed in red and reflects what will be taught and assessed in the classroom by the teacher during the course of the entire year.

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ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS
for
STRATEGIC READING

Strategic Reading (R) Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.									
	EL.P3.R	EL.P4.R	EL.P5.R	EL.P6.R	EL.M1.R	EL.M2.R	EL.M3.R	EL.S1.R	EL.S2.R
	<i>Word Analysis and Vocabulary</i>								
1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.	<ul style="list-style-type: none"> a) Read regularly spelled 1-2 syllable words b) Recognize or figure spelling patterns, word endings c) Use multiple meanings of words d) Recognize high frequency words e) Demonstrate understanding of letter-sound relationships beginning/ending sounds, vowel clusters, consonant diagraphs f) Recognize word meanings encountered in reading synonyms/antonyms g) Use a variety of strategies to determine word meanings in context 	<ul style="list-style-type: none"> a) Know meanings of word parts (prefixes, suffixes, roots) b) Use double meanings and multiple meanings of words c) Recognize high frequency words as they relate to other words d) Use a variety of strategies to determine words in context e) Demonstrate understanding of the meaning of new words encountered in independent reading; compound words f) Recognize word meanings encountered in reading antonyms, synonyms, homonyms g) Demonstrate understanding of letter-sound relationships 	<ul style="list-style-type: none"> a) Know meanings of word parts (prefixes, suffixes, roots) b) Use double meanings and multiple meanings of words c) Recognize high frequency words as they relate to other words d) Use a variety of strategies to determine words in context e) Demonstrate understanding of the meaning of new words encountered in independent reading compound words f) Recognize word meanings encountered in reading antonyms, synonyms, homonyms g) Apply knowledge of sentence structure and context. h) Locate information in reference sources 	<ul style="list-style-type: none"> a) Know meanings of word parts (prefixes, suffixes, roots) b) Use double meanings and multiple meanings of words c) Recognize high frequency words as they relate to other words d) Use a variety of strategies to determine words in context. e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words f) Recognize word meanings encountered in reading antonyms, synonyms, homonyms g) Apply knowledge of sentence structure and context. h) Locate information in reference sources 	<ul style="list-style-type: none"> a) Know meanings of word parts (prefixes, suffixes, roots) b) Use double meanings and multiple meanings of words c) Recognize high frequency words as they relate to other words d) Interpret the impact of author's decisions regarding word choice, words in context e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words f) Apply knowledge of sentence structure and context. g) Locate information in reference sources 	<ul style="list-style-type: none"> a) Know meanings of word parts (prefixes, suffixes, roots) b) Use double meanings and multiple meanings of words c) Recognize high frequency words as they relate to other words; synonyms, antonyms, homonyms d) Interpret the impact of author's decisions regarding word choice, words in context e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words f) Apply knowledge of sentence structure and context. g) Locate information in reference sources 	<ul style="list-style-type: none"> a) Know meanings of word parts (prefixes, suffixes, roots) b) Use double meanings and multiple meanings of words c) Recognize high frequency words as they relate to other words; synonyms, antonyms, homonyms d) Interpret the impact of author's decisions regarding word choice and words in context e) Demonstrate understanding of the meaning of new words encountered in independent reading, compound words. f) Apply knowledge of sentence structure and context. g) Locate information in reference sources. 	<ul style="list-style-type: none"> a) multiple meaning words b) synonyms/antonyms c) words in context 	<ul style="list-style-type: none"> a) multiple meaning words b) synonyms/antonyms c) words in context d) word origins/etymologies



Strategic Reading (R)	EL.P3.R	EL.P4.R	EL.P5.R	EL.P6.R	EL.M1.R	EL.M2.R	EL.M3.R	EL.S1.R	EL.S2.R
<i>(continued)</i>	<i>Meaning of Text/Reading Comprehension</i>								
2. The student will use appropriate reading strategies in order to understand, reflect on, evaluate, and enjoy a variety of texts.	<ul style="list-style-type: none"> h) Identify important facts/details i) Compare, contrast and identify with characters and events in stories j) Make connections k) Identify main idea/ messages conveyed in a text l) Make inferences m) Summarize n) Draw conclusions o) Determine sequence p) Identify cause and effect q) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> h) Identify important facts/details i) Compare/contrast within a text or one text to another j) Make connections and show how a text relates to something in real-life experience k) Note underlying themes or messages; identify main idea l) Make and support simple inferences m) Summarize important and significant ideas in a text. n) Draw conclusions o) Determine sequence of events p) Determine cause and effect q) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> i) Identify important facts/details j) Draw texts together to compare/contrast themes, characters and ideas k) Make perceptive and well-developed connections l) Note underlying themes or messages; identify main idea m) Make and support inferences n) Make and support warranted and responsible assertions about the text. o) Summarize significant ideas in a text p) Draw conclusions about contexts, events, characters, and settings q) Determine cause and effect/ sequence of events r) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> i) Identify important facts/details j) Draw texts together to compare/contrast themes, characters and ideas k) Make perceptive and well developed connections l) Note underlying themes or messages; identify main idea m) Make and support inferences n) Make and support warranted and responsible assertions about the text. o) Summarize and synthesize significant ideas in a text p) Draw conclusions about contexts, events, characters, and settings q) Determine cause and effect/ sequence of events r) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> (h) Identify important facts/details (i) Draw texts together to compare and contrast themes, characters, and ideas. (j) Make perceptive and well-developed connections (k) Identify main idea conveyed in text (l) Support assertions with elaborated and convincing evidence (m) Summarize and synthesize significant ideas in a text (n) Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings and themes (o) Determine sequence/cause and effect (p) Extend ideas (q) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> h) Identify important facts/details i) Draw texts together to compare and contrast themes, characters, and ideas j) Make perceptive and well-developed connections k) Identify main idea conveyed in text l) Support assertions with elaborated and convincing evidence m) Summarize and synthesize significant ideas in a text n) Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings and themes. o) Determine sequence/cause and effect p) Extend ideas q) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> h) Identify important facts/details i) Draw texts together to compare and contrast themes, characters, and ideas j) Make perceptive and well-developed connections k) Identify main idea conveyed in text l) Support assertions with elaborated and convincing evidence m) Summarize and synthesize significant ideas in a text. n) Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings and themes. o) Determine sequence/cause and effect p) Extend ideas q) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> d) Find important facts/details e) Compare/contrast f) Identify and explain connections between and among themes and styles g) Identify main idea h) Support assertions with evidence i) Summarize j) Draw conclusions k) Determine sequence/cause and effect l) Extend ideas m) Use organizational structure to contribute to understanding of text 	<ul style="list-style-type: none"> e) Find important facts/details f) Compare/contrast g) Identify and explain connections between and among themes and styles h) Identify main idea i) Support assertions with evidence j) Summarize k) Draw conclusions l) Determine sequence/cause and effect m) Extend ideas n) Use organizational structure to contribute to understanding of text



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
COMPREHENSION OF INFORMATIONAL TEXT (I)

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

	EL.P3.I	EL.P4.I	EL.P5.I	EL.P6.I	EL.M1.I	EL.M2.I	EL.M3.I	EL.S1.I	EL.S2.I
	<i>Expository</i>								
1. The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.	<ul style="list-style-type: none"> a) Use structure (textual features) to retrieve information b) Compare observations of author to their own observations c) Identify author's purpose d) Read and interpret textual materials e) Use organizational structure to contribute to understanding the text. f) Read and make connections to expository text about Bermudian culture/life g) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Use structure to retrieve information b) Compare observations of author to their own observations c) Identify purpose and main points d) Distinguish fact from opinion e) Use organizational structure to contribute to understanding text f) Read and make connections to expository text about Bermudian culture/life g) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Use structure to retrieve information b) Compare observations of author to their own observations c) Identify purpose and main points d) Distinguish fact from opinion e) Detect Bias f) Summarize information g) Read and make connections to expository text about Bermudian culture/life h) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Use structure to retrieve information b) Compare observations of author to their own observations c) Identify purpose and main points d) Distinguish fact from opinion e) Detect bias f) Summarize information g) Make connections between print and non-print text (e.g., article and photograph or illustration) h) Read and make connections to expository text about Bermudian culture/life i) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Use structure to retrieve information b) Compare observations of author to their own observations c) Identify author's purpose and stance d) Distinguish fact from opinion e) Restate or summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make connections to self, world and text h) Make and support assertions about text i) Read and make connections to expository text about Bermudian culture/life j) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Use structure to retrieve information b) Compare observations of author to their own observations c) Identify author's purpose and stance d) Distinguish fact from opinion e) Restate or summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make connections to self, world and text h) Make and support assertions about text i) Read and make connections to expository text about Bermudian culture/life j) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Use structure to retrieve information b) Compare observations of author to their own observations c) Identify author's purpose and stance d) Distinguish fact from opinion e) Restate or summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make connections to self, world and text h) Make and support assertions about text with elaborated and convincing evidence i) Read and make connections to expository text about Bermudian culture/life j) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Identify and analyze types and specifications of genre b) Connect elements of text to personal experiences, to other texts, and to world experiences c) Identify and explain purpose, main points, and theme(s) of text d) Distinguish fact from opinion in text, providing supporting evidence from text e) Summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make and support assertions about text with elaborated and convincing evidence h) Read and make connections to expository text about Bermudian culture/life i) Identify important facts and details in informational text. 	<ul style="list-style-type: none"> a) Identify and analyze types and specifications of genre b) Connect elements of text to personal experiences, to other texts, and to world experiences c) Identify and explain purpose, main points, and theme(s) of text d) Distinguish fact from opinion in text, providing supporting evidence from text e) Summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make and support assertions about text with elaborated and convincing evidence h) Read and make connections to expository text about Bermudian culture/life i) Identify important facts and details in informational text.



Comprehension of Informational Text (I)	EL.P3.I	EL.P4.I	EL.P5.I	EL.P6.I	EL.M1.I	EL.M2.I	EL.M3.I	EL.S1.I	EL.S2.I
<i>(continued)</i>	<i>Documents and Procedural</i>								
<p>2. The student will demonstrate the ability to read, understand, and use documentary and procedural text.</p> <p>a) Identify use of transitional words b) Follow instructions and directions c) Locate specific information</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Maps • Schedules • Instructions/ Directions 	<p>a) Identify use of transitional words b) Follow instructions and directions c) Identify sequence of activities needed to carry out a procedure d) Locate specific information</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Maps and charts • How to...texts • Recipes • Tables • Instructions/ Directions 	<p>a) Identify use of transitional words b) Follow instructions and directions c) Identify sequence of activities needed to carry out a procedure d) Locate specific information e) Interpret details from the text</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Schedules • Diagrams • Graphs 	<p>a) Identify use of transitional words b) Follow instructions and directions c) Identify sequence of activities needed to carry out a procedure d) Locate specific information e) Interpret details from the text f) Analyze clarity of text features and content</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Graphs • Diagrams • Brochures • Schedules 	<p>a) Identify the context of the document b) Follow instructions and directions c) Identify author's purpose and stance d) Identify sequence of activities needed to carry out a procedure e) Locate specific information f) Interpret details from the text g) Analyze clarity of text features and content h) Examine and make use of the appeal of a document to audiences (friendly or hostile)</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Graphs • Diagrams • Brochures • Schedules • Informational pamphlets (e.g., health-related information) • Application forms • Newspaper articles 	<p>a) Identify the context of the document b) Follow instructions and directions c) Identify author's purpose and stance d) Identify sequence of activities needed to carry out a procedure e) Locate specific information f) Interpret details from the text g) Analyze clarity of text features and content h) Examine and make use of the appeal of a document to audiences (friendly or hostile)</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Graphs • Diagrams • Brochures • Schedules • Informational pamphlets (e.g., health-related information) • Application forms • Flyers, posters, advertisements • Newspaper articles 	<p>a) Identify the context of the document. b) Follow instructions and directions c) Identify author's purpose and stance. d) Identify sequence of activities needed to carry out a procedure e) Locate specific information f) Interpret details from the text g) Analyze clarity of text features and content h) Examine and make use of the appeal of a document to audiences (friendly or hostile) i) Evaluate adequacy of details and facts to achieve a specific purpose</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Graphs • Diagrams • Brochures • Schedules • Informational pamphlets (e.g., health-related information) • Application forms • Flyers, posters, advertisements 	<p>a) Identify and analyze types and specifications of genre b) Compare and contrast elements of text to personal experiences, to other texts, and to world experiences c) Identify and explain purpose, main points, and theme(s) of text d) Distinguish fact from opinion in text, providing supporting evidence from text e) Summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make and support assertions about text with elaborated and convincing evidence h) Read and make connections to expository text about Bermudian culture/life</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Interviews • Essays • Biographies • Memoirs • On-line informational materials • Articles 	<p>a) Identify and analyze types and specifications of genre b) Compare and contrast elements of text to personal experiences, to other texts, and to world experiences c) Identify and explain purpose, main points, and theme(s) of text d) Distinguish fact from opinion in text, providing supporting evidence from text e) Summarize information f) Make connection between print and non-print text (e.g., article and photograph or illustration) g) Make and support assertions about text with elaborated and convincing evidence h) Read and make connections to expository text about Bermudian culture/life</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Interviews • Essays • Biographies • Memoirs • On-line informational materials • Articles 	



Comprehension of Informational Text (I)	EL.P3.I	EL.P4.I	EL.P5.I	EL.P6.I	EL.M1.I	EL.M2.I	EL.M3.I	EL.S1.I	EL.S2.I
<i>(continued)</i>	<i>Persuasive</i>								
3. The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.	N/A	N/A	<p>a) Identify what the author is arguing or trying to persuade the reader to think or do</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Advertisements • Newspaper in Education (NIE) editorials • Feature articles • Photo-essays • Newspaper articles 	<p>a) Determine an author's position (i.e., what is the author arguing), providing supporting evidence from the text</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Advertisements • NIE editorials • Feature articles • Photo-essays • Newspaper articles 	<p>a) Determine an author's purpose, position (i.e., what is the author arguing)</p> <p>b) Provide supporting evidence from the text</p> <p>c) Describe the facts and evidence used to support an argument</p> <p>d) Identify the author's persuasive techniques</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Advertisements • Editorials • Feature articles • On-line materials • Speeches • Book reviews • Critiques 	<p>a) Determine an author's purpose position (i.e., what is the author arguing)</p> <p>b) Provide supporting evidence from the text</p> <p>c) Describe the facts and evidence used to support an argument</p> <p>d) Identify the author's persuasive techniques</p> <p>e) Distinguish a stereotype from a generalization</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Advertisements • NIE editorials • Feature articles • On-line materials • Speeches • Positional papers • Book reviews • Critiques 	<p>a) Determine an author's purpose position (i.e., what is the author arguing)</p> <p>b) Provide supporting evidence from the text</p> <p>c) Describe the facts and evidence used to support an argument</p> <p>d) Identify the author's persuasive techniques</p> <p>e) Distinguish a stereotype from a generalization</p> <p>f) Critique the author's position and persuasive techniques</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Advertisements • NIE editorials • Feature articles • On-line materials • Speeches • Positional papers • Book reviews • Critiques 	<p>a) Determine an author's purpose and position, providing supporting evidence from the text</p> <p>b) Describe the facts and evidence used to support an argument</p> <p>c) Identify the author's persuasive techniques</p> <p>d) Distinguish a stereotype from a generalization</p> <p>e) Critique the author's position and persuasive techniques</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Editorials • Feature articles • On-line materials • Speeches • Positional papers • Book reviews • Critiques 	<p>a) Determine an author's purpose and position, providing supporting evidence from the text</p> <p>b) Describe the facts and evidence used to support an argument</p> <p>c) Identify the author's persuasive techniques</p> <p>d) Distinguish a stereotype from a generalization</p> <p>e) Critique the author's position and persuasive techniques</p> <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> • Editorials • Feature articles • On-line materials • Speeches • Positional papers • Book reviews • Critiques



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
COMPREHENSION OF LITERARY TEXT (L)

Comprehension of Literary Text (L)									
Readers who read regularly tend to read what interests them. Reading literary text encourages all students to do what good readers do and pursue themes, authors and genres that are of interest to them. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.									
	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
	<i>Literary Elements and Devices</i>								
1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.	<ul style="list-style-type: none"> a) Recall information and details about characters, plot, setting, main ideas b) Identify the beginning, middle, and end of a story c) Identify a character's traits d) Identify the problem and solution of a story e) Determine the main idea or message of a literary text f) Identify comparisons and sensory words in a text 	<ul style="list-style-type: none"> a) Identify the author's purpose b) Identify from whose point of view a story is being told c) Identify the main character's motive d) Explain a character's traits e) Summarize the plot of a story f) Identify the conflict and resolution of a story g) Determine the main idea or message of a literary text h) Identify simple literary devices (e.g., simile, personification, sensory words) 	<ul style="list-style-type: none"> a) Identify the author's purpose b) Identify the point of view (i.e., the perspective from which the story is being told) c) Identify the basic motivation of a character d) Explain a character's traits e) Summarize the plot of a story f) Identify the conflict, turning point, and resolution of a story g) Recognize theme(s) in a literary text h) Recognize literary devices (e.g., simile, metaphor, personification, onomatopoeia, sensory details, exaggeration) i) Identify and explain the effect of author's word choice in a literary text 	<ul style="list-style-type: none"> a) Identify the author's purpose b) Identify the point of view (i.e., the perspective from which the story is being told) c) Identify the basic motivation of a character d) Identify stereotypical characters as opposed to fully developed characters e) Critique the degree to which a plot or setting is contrived or realistic f) Recognize theme(s) in a literary text g) Recognize literary devices (e.g., simile, metaphor, personification, onomatopoeia, sensory details, exaggeration) h) Recognize how literary devices contribute to the meaning of text i) Identify and explain the effect of author's word choice in a literary text 	<ul style="list-style-type: none"> a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting b) Identify the basic motivation of a character c) Identify stereotypical characters as opposed to fully developed characters d) Recognize theme(s) in a literary text e) Identify elements of a literary work that contribute to its style f) Identify the effect of literary devices, (e.g. figurative language, allusion, diction, dialogue and description) g) Identify the author's purpose h) Identify and explain the effect of author's word choice in literary text 	<ul style="list-style-type: none"> a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting b) Identify the basic motivation of a character c) Identify stereotypical characters as opposed to fully developed characters d) Identify recurring themes across works e) Identify or explain connections between and among themes of two or more texts f) Identify elements of a literary work that contribute to its style g) Identify the effect of literary devices, (e.g., figurative language, allusion, diction, dialogue and description) h) Interpret the impact of author's decisions regarding word choice, content, and literary elements 	<ul style="list-style-type: none"> a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting b) Analyze the reasons for characters' actions taking into account the situation and the basic motivation of the character c) Compare stereotypical characters to fully developed characters d) Identify recurring themes across works e) Identify or explain connections between and among themes of two or more texts f) Compare styles of two or more texts g) Identify the effect of literary devices, (e.g., figurative language, allusion, diction, dialogue and description) h) Interpret the impact of author's decisions regarding word choice, content, and literary elements 	<ul style="list-style-type: none"> a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting b) Identify and analyze the presence of character types in a literary work (e.g., stereotype, archetype, hero, protagonist, antagonist, foil) c) Identify and explain the theme of a literary work d) Identify and explain connections between and among themes of two or more texts e) Compare styles of two or more texts/authors f) Identify and evaluate the use of literary devices (e.g., similes, metaphors, irony, imagery, personification, foreshadowing, symbolism, flashback) g) Identify and analyze how an author's use of words creates tone and mood 	<ul style="list-style-type: none"> a) Identify and analyze literary elements in a work of literature: plot, characterization, point of view, and setting b) Identify and analyze the presence of character types in a literary work (e.g., stereotype, archetype, hero, protagonist, antagonist, foil) c) Identify and explain the theme of a literary work d) Identify and explain connections between and among themes of two or more texts e) Compare styles of two or more texts/authors f) Identify and evaluate the use of literary devices (e.g., similes, metaphors, irony, imagery, personification, foreshadowing, symbolism, flashback) g) Identify and analyze how an author's use of words creates tone and mood



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Characteristics of Various Genres</i>								
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.	<p>a) Identify the similarities and differences among a story, poem, and play</p>	<p>a) Identify the similarities and differences among a story, poem, and play</p> <p>b) Read and understand a variety of literature representative of various genres. (Fiction, non-fiction , poetry)</p>	<p>a) Identify the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work.</p> <p>b) Identify the characteristics of literary nonfiction (e.g., figurative language,) and how they contribute to the text</p> <p>c) Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem</p> <p>d) Identify elements of drama (e.g., dialogue, stage directions, scenes, acts) and how they contribute to the play</p>	<p>a) Identify the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work.</p> <p>b) Identify the characteristics of literary nonfiction (e.g., figurative language,) and how they contribute to the text</p> <p>c) Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem</p> <p>d) Identify elements of drama (e.g., dialogue, stage directions, scenes, acts) and how they contribute to the play</p>	<p>a) Identify the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work</p> <p>b) Identify the characteristics of literary nonfiction, (point of view, memoir, essay) and how they contribute to the text</p> <p>c) Identify the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) and how they contribute to the meaning of a poem</p> <p>d) Identify elements of drama (e.g., dialogue, scenes, acts) and how they contribute to the play</p> <p>e) Read and make connections to literary texts about Bermudian culture/ life</p>	<p>a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work</p> <p>b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text</p> <p>c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem</p> <p>d) Identify elements of drama (e.g., dialogue, scenes, acts) and how they contribute to the play</p> <p>e) Read and make connections to literary texts about Bermudian culture/ life</p>	<p>a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work</p> <p>b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text</p> <p>c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem</p> <p>d) Identify and analyze how dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text</p> <p>e) Read and make connections to literary texts about Bermudian culture/ life</p>	<p>a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work</p> <p>b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text</p> <p>c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem</p> <p>d) Identify and analyze how dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text</p> <p>e) Read and make connections to literary texts about Bermudian culture/ life</p>	<p>a) Identify and analyze the characteristics of fiction (e.g., movement through time, imaginative elements) present in a literary work</p> <p>b) Identify and analyze the characteristics of literary nonfiction (e.g., memoir, essays) present in a text</p> <p>c) Identify and analyze the characteristics of poetry (e.g., structure, rhyme, rhythm, word choice) as they contribute to the meaning of a poem</p> <p>d) Identify and analyze how dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text</p> <p>e) Read and make connections to literary texts about Bermudian culture/ life</p>



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
LANGAUGE USAGE (U)

Language Usage (U) Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).									
	EL.P3.U	EL.P4.U	EL.P5.U	EL.P6.U	EL.M1.U	EL.M2.U	EL.M3.U	EL.S1.U	EL.S2.U
	<i>Grammar and conventions of standard English Language</i>								
1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language.	<ul style="list-style-type: none"> a) Capitalize proper nouns, titles of people, months of the year, days of the week, holidays b) Capitalize pronoun "I" and first word in a sentence c) Punctuate using periods and question marks d) Punctuate by using apostrophes with contractions e) Punctuate with commas f) Use spelling correctly in patterns and words g) Use correct abbreviations h) Use subject-verb agreement i) Use parts of speech correctly (nouns, verbs, adjectives, pronouns.) 	<ul style="list-style-type: none"> a) Capitalize proper nouns, titles of people, titles of books, letter parts and first word in sentence b) Punctuate using periods, question marks and exclamation marks c) Punctuate using periods with abbreviations d) Punctuate using apostrophes with contractions and possessives e) Punctuate with commas with items in a series, in an address and in a compound sentence f) Use quotation marks and comma with dialogue. g) Use subject-verb agreement with simple subject h) Use appropriate tenses including present, past and future i) Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs) j) Use spelling correctly in patterns and words 	<ul style="list-style-type: none"> a) Capitalize proper nouns, titles of people, titles of books, letter parts, first word in sentence and first word in quotation b) Punctuate using periods, question marks and exclamation marks c) Punctuate using periods with abbreviations. d) Punctuate using apostrophes with contractions and possessives e) Punctuate with commas with items in a series, in an address and in a compound sentence f) Use quotation marks and comma with dialogue g) Use subject-verb agreement with simple subject h) Use forms of adjectives i) Use appropriate tenses including present, past and future j) Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs) k) Identify special usage of double negatives 	<ul style="list-style-type: none"> a) Capitalize proper nouns, titles of people, titles of books, letter parts, first word in sentence and first word in quotations. b) Punctuate using periods, question marks c) Punctuate using periods with abbreviations. d) Punctuate using apostrophes with contractions and possessives e) Punctuate with commas with items in a series, in an address, in dates, in a compound sentence f) Use quotation marks and comma with dialogue g) Use subject-verb agreement with simple subject h) Use forms of adjectives i) Use appropriate tenses including present, past and future j) Use parts of speech correctly (nouns, verbs, pronouns, adjectives, adverbs) k) Identify special usage of double negatives 	<ul style="list-style-type: none"> a) Differentiate grammatically complete sentences from non-sentences. (fragment, run-ons) b) Vary sentence types to sustain reader interest (simple, compound, etc.) c) Develop compound and complex sentences d) Use appropriate tenses including past, present, future and perfect tense e) Use adverb and adjective forms f) Use noun and verb forms g) Recognize special usage problems such as double negatives and incorrectly used homonyms h) Use subject-verb agreement i) Use agreement between pronoun and antecedent j) Capitalize proper nouns, regions of a country, titles of people, books, paintings, films and ships, first word in quotations 	<ul style="list-style-type: none"> a) Determine the grammatical classification of words by using meaning, position, form, and function (subjects, objects, predicates, modifiers, conjunctions) b) Differentiate grammatically complete sentences from non-sentences. (fragment, run-ons) c) Vary sentence types to sustain reader interest (simple, compound, etc.) d) Develop compound and complex sentences e) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas f) Use appropriate tenses including past, present, future and perfect tense g) Use adverb and adjective forms h) Use noun and verb forms 	<ul style="list-style-type: none"> a) Determine the function, classification, and usage of parts of speech b) Distinguish between complete and incomplete sentences c) Differentiate grammatically complete sentences from non-sentences (fragment, run-ons) d) Vary sentence type to sustain the reader e) Correct or modify run-on sentences f) Develop compound or complex sentences g) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas h) Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order i) Choose level of formal and informal language to achieve specific purpose 	<ul style="list-style-type: none"> a) Determine the function, classification, and usage of parts of speech b) Distinguish between complete and incomplete sentences c) Correct or modify run-on sentences d) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas e) Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order f) Choose level of formal and informal language to achieve specific purpose g) Use appropriate vocabulary specific to the purpose h) Employ the conventions of punctuation to communicate meaning effectively i) Use correct spelling 	<ul style="list-style-type: none"> a) Determine the function, classification, and usage of parts of speech b) Distinguish between complete and incomplete sentences c) Correct or modify run-on sentences d) Combine sentences by employing strategies of coordination, subordination, and sequencing of ideas e) Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order f) Choose level of formal and informal language to achieve specific purpose g) Use appropriate vocabulary specific to the purpose h) Employ the conventions of punctuation to communicate meaning effectively i) Use correct spelling



Language Usage (U)	EL.P3.U	EL.P4.U	EL.P5.U	EL.P6.U	EL.M1.U	EL.M2.U	EL.M3.U	EL.S1.U	EL.S2.U
<i>(continued)</i>	<i>Grammar and Conventions of Standard English Language</i>								
1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language.			<ul style="list-style-type: none"> l) Recognize subject and predicates in complete sentences m) Use spelling correctly in patterns and words 	<ul style="list-style-type: none"> l) Use subject and predicates in sentences m) Use spelling correctly in patterns and words 	<ul style="list-style-type: none"> k) Use commas to separate main elements of a sentence from each other, separate items in a series, setting off dialogue or quotations l) Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs) m) Use apostrophe with contraction and for possession n) Use correct spelling 	<ul style="list-style-type: none"> i) Recognize special usage problems such as double negatives, incorrectly used homonyms j) Use subject-verb agreement k) Use agreement between pronoun and antecedent l) Capitalize proper nouns, regions of a country, titles of people, books, paintings and films and ships m) Capitalize word in quotations n) Use correct spelling 	<ul style="list-style-type: none"> j) Use appropriate vocabulary specific to the purpose k) Employ the conventions of punctuation to communicate meaning effectively (commas, quotations, apostrophe, semi-colons, colons) l) Demonstrate variety and precision in word choice m) Use correct spelling 		



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
WRITING (W)

Writing (W) Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose audience and context contribute to form and substance of writing as well as to its style, tone, and stance.									
	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
	<i>Compose Writing</i>								
1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.	a) Compose a short story that has character(s), setting, plot, and movement through time and change b) Create a sequence of events c) Develop a plot using appropriate strategies. d) Provide a sense of closure to the story	a) Compose a short story that has character(s), setting, plot, and movement through time and change b) Create a sequence of events c) Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters) d) Create organizational structure appropriate to a short story e) Provide a sense of closure to the story	a) Compose a short story that has character(s), setting, plot, and movement through time and change b) Create a sequence of events c) Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters) d) Create organizational structure appropriate to a short story e) Provide a sense of closure to the story	a) Compose a short story that has character(s), setting, plot, and movement through time and change b) Create a sequence of events c) Develop a plot using appropriate strategies (e.g., elaboration of details, suspense, emotions of characters) d) Create organizational structure appropriate to a short story e) Provide a sense of closure to the story	a) Compose a memoir that includes character(s), setting, plot, and movement through time and change b) Create a sequence of events c) Develop a plot using appropriate strategies (e.g., elaboration of details, emotions of characters) d) Create organizational structure appropriate to a memoir e) Include reflective comments as development f) Provide a sense of closure to the memoir g) Demonstrate attention to audience understanding and interest	a) Compose to inform or explain b) Develop a controlling idea that conveys a perspective on the selected topic c) Create an organizational structure appropriate to purpose, audience, and context d) Include appropriate facts and details e) Use a range of appropriate strategies (e.g., anecdotes, definitions, comparisons, explanation of benefits or limitations appropriate to the topic) to develop topic f) Demonstrate attention to audience understanding and interest g) Provide a sense of closure	a) Compose to inform or explain b) Develop a controlling idea that conveys a perspective on the selected topic c) Create an organizational structure appropriate to purpose, audience, and context d) Include appropriate facts and details e) Exclude extraneous and inappropriate information. f) Use a range of appropriate strategies (e.g., anecdotes, definitions, descriptions, comparisons, explanation of benefits or limitations appropriate to the topic) to develop topic g) Demonstrate attention to audience understanding and interest h) Provide a sense of closure	a) Compose a persuasive text that supports or refutes a position b) Develop a strong focus c) Develop a strong organizational structure d) Demonstrate control of word choice e) Demonstrate fluency in expression of ideas f) Support argumentation with detailed and relevant evidence g) Demonstrates attention to audience understanding and interest h) Demonstrate control of conventions of Standard English	a) Compose a persuasive text that supports or refutes a position b) Develop a strong focus c) Develop a strong organizational structure d) Demonstrate control of word choice e) Demonstrate fluency in expression of ideas f) Support argumentation with detailed and relevant evidence g) Demonstrates attention to audience understanding and interest h) Demonstrate control of conventions of Standard English



English Language Arts (EL) *Additional Components*

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M1	



BERMUDA ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS (EL)

Teachers gradually raised the bar for student performance by analyzing the type of support their students needed to demonstrate the knowledge and skills in the standards and by creating learning experiences that slowly built a framework for success.

(Birdyshaw, Wixson and Yochum)

This section of the English Language Arts Performance Standards addresses the learning expectations that guide instruction. Unlike the previous section where the indicators are assessed through the Bermuda Assessment Programme, the bulleted indicators reflect what will be taught and assessed in the classroom by the teacher during the course of the entire year.

Performance Standards are expected to drive graded level assessment for every student, every year, at every level. Whereas the curriculum indicates what students should know and be able to do at the end of each year level, *performance standards* are guideposts embedded in the curricula that indicate to teachers what students should be able to do at the end of a specific year.

Performance Standards are not aimed to address every aspect of curriculum, but rather they are designed to be guideposts for teachers to assess both *what* the student is able to do at various stages and *how* the student moves toward the achievement of each performance standard. Thus, *Performance Standards* are learning expectations that guide instruction.

ENGLISH LANGUAGE ARTS PERFORMANCE STANDARDS for STRATEGIC READING

Strategic Reading (R) Reading is a process which includes demonstrating comprehension and showing evidence of interpretation of the text. Strategic readers extend their thinking when they evaluate what they have read by making critical, thoughtful judgments about the text. When strategic readers comprehend and interpret text, they apply prior knowledge and skills to perform tasks, revise text and to answer questions.									
	EL.P3.R	EL.P4.R	EL.P5.R	EL.P6.R	EL.M1.R	EL.M2.R	EL.M3.R	EL.S1.R	EL.S2.R
	<i>Word Analysis and Vocabulary</i>								
1. The student will use appropriate reading strategies in order to understand, reflect, evaluate, and enjoy a variety of texts.	<ul style="list-style-type: none"> • Recognize or figure out most irregularly spelled words • Use songs, poems, word-sound games and verbal rhythmic activities • Identify the number of syllables in a word • Play with alliteration, tongue twisters and onomatopoeia • Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> • Decoding of the Print Sound Code should become automatic across the whole span of language • Continue to learn about words – roots, inflections, suffixes, prefixes, homophones and word families – as part of vocabulary growth • Make spontaneous corrections (e.g. trying out alternate sounds for the letter c, “<i>san can canyon</i>”) 	<ul style="list-style-type: none"> • Read unfamiliar material at level “R” and book equivalents • Self correct when subsequent reading indicates an earlier miscue • Use a range of cueing systems, (e.g. phonics and context clues, to determine pronunciation and meaning) • Read with a rhythm, flow, and meter that sounds like everyday speech 	<ul style="list-style-type: none"> • Read unfamiliar material at level “T” and book equivalents • Self correct when subsequent reading indicates an earlier miscue • Use a range of cueing systems, (e.g. phonics and context clues, to determine pronunciation and meaning) • Read with a rhythm, flow, and meter that sounds like everyday speech 	<ul style="list-style-type: none"> • Use organizational structure to contribute to understanding of text • Examine context clues, make predictions and inferences • Ask and answer questions before, during and after reading • Identify purpose • Quick-write to assess background 	<ul style="list-style-type: none"> • Use organizational structure to contribute to understanding of text • Examine context clues, make predictions and inferences • Ask and answer questions before, during and after reading • Draw from prior knowledge • Identify purpose • Quick-write to assess background 	<ul style="list-style-type: none"> • Examine context clues, make predictions and inferences • Ask and answer questions before, during and after reading • Draw from prior knowledge • Identify purpose • Quick-write to assess background • Time readings • Self-monitor • Draw from prior knowledge 	<ul style="list-style-type: none"> • Identify the main idea, important facts and details • Compare & contrast • Make predictions • Identify transitional words • Draw from prior knowledge • Summarize • Draw conclusions • Determine sequence, cause and effect • Identify prefixes, suffixes and root words • Extend ideas 	<ul style="list-style-type: none"> • Examine context clues, make predictions and inferences • Use effective reading strategies to understand text • Identify purpose • Quick-write to assess background • Make connections • Participate in formal and informal book talks • Support assertions with evidence • Read a variety of texts • Read aloud



Strategic Reading (R)	EL.P3.R	EL.P4.R	EL.P5.R	EL.P6.R	EL.M1.R	EL.M2.R	EL.M3.R	EL.S1.R	EL.S2.R
<i>(continued)</i>	<i>Meaning of Text/Reading Comprehension</i>								
1. The student will use appropriate reading strategies in order to understand, reflect on, evaluate, and enjoy a variety of texts.	<ul style="list-style-type: none"> Independently read aloud unfamiliar Level L books with 90% or better accuracy of word recognition (self-correction allowed) Independently read aloud from unfamiliar Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text Use the cues of punctuation – including commas, periods, question marks and quotation marks- to guide them in getting meaning and fluently reading aloud Exhibit increased ability to monitor own reading by predicting, rereading and seek help Know when they don't understand a paragraph and search for clarification clues within the text Examine the relationship between earlier and later parts of a text and figure out how they make sense together Make spontaneous corrections (e.g. trying out alternate sounds for the letter c, "san..can.canyon") Silently monitor their comprehension of text, including understanding of individual words 	<ul style="list-style-type: none"> Independently read aloud unfamiliar Level P books with 90% or better accuracy of word recognition (self-correction allowed) Independently read aloud from Level P books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text Easily read words with irregularly spelled suffixes (e.g. ous, ion, ive) Use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read Use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud 	<ul style="list-style-type: none"> Selects appropriate material from a variety of sources- (fiction and non-fiction material, magazines, newspapers, textbooks, on-line materials, novels, short stories, poetry, essays, articles, interviews, letters, journals) Evaluates writing strategies and elements of author's craft Participates in informal and formal book talks Read at least 25 books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and online materials 	<ul style="list-style-type: none"> Selects appropriate material from a variety of sources- (fiction and non-fiction material, magazines, newspapers, textbooks, on-line materials, novels, short stories, poetry, essays, articles, interviews, letters, journals) Evaluates writing strategies and elements of author's craft Participates in informal and formal book talks Read at least 25 books or book equivalents each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and online materials 	<ul style="list-style-type: none"> Time readings Self-monitor Read aloud with fluency demonstrating comprehension of text Read independently and in groups Examine peritextual resources: cover, title, fonts, dedication, introduction etc. and para-textual resources: book and author reviews, other genres, illustrator, other books by author etc. Read independently a variety of print and non-print texts by a range of different authors on different subjects using intonation, emphasis that signal the meaning of text, and cues of punctuation to guide them in getting understanding and fluency; <p><i>Suggested activities:</i></p> <ul style="list-style-type: none"> Maintain an annotated list of books read; Generate a reading log; and Participate in formal and informal book talks 	<ul style="list-style-type: none"> Participate in formal and informal book talks Time readings Self-monitor Read independently a variety of print and non-print texts by a range of different authors on different subjects using intonation, emphasis that signal the meaning of text, and cues of punctuation to guide them in getting understanding and fluency; Maintain an annotated list of books read; Generate a reading log 	<ul style="list-style-type: none"> Use multiple strategies to make meaning of text Identify important facts/details Read independently a variety of print and non-print texts by a range of different authors on different subjects using intonation, emphasis that signal the meaning of text, and cues of punctuation to guide them in getting understanding and fluency; Maintain an annotated list of books read; Generate a reading log 	<ul style="list-style-type: none"> Read independently Read in groups Read material to include literature, literary criticism, public documents, political speeches, newspaper articles and position papers 	



Strategic Reading (R)	EL.P3.R	EL.P4.R	EL.P5.R	EL.P6.R	EL.M1.R	EL.M2.R	EL.M3.R	EL.S1.R	EL.S2.R
<i>(continued)</i>	<i>Meaning of Text/Reading Comprehension</i>								
<p>1. The student will use appropriate reading strategies in order to understand, reflect on, evaluate, and enjoy a variety of texts.</p>		<ul style="list-style-type: none"> Monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense Use their ear for syntax to help figure out the meaning of new words Analyze the relations among different parts of a text Raise questions about what the author was trying to say and use the text to help answer the questions Silently monitor their comprehension of text, including understanding of individual words 	<ul style="list-style-type: none"> Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers. To produce evidence of these readings <p>Suggested Activities:</p> <ul style="list-style-type: none"> Maintain an annotated list of works read Generate a reading log or journal Participate in formal and informal book talks 	<ul style="list-style-type: none"> Respond to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes Identify recurring themes across works Evaluate literary merit Make inferences and draw conclusions about contexts, events, characters, and settings <p>Suggested Activities:</p> <ul style="list-style-type: none"> Make connections between literary works according to a common theme. Produce a creative retelling of a familiar fairy tale for a group of adults. Create a verse by verse paraphrase of a poem. Compare a children's literary classic with a televised version of the same work. Participate in formal or informal book talks 	<ul style="list-style-type: none"> Select appropriate material from a variety of sources – (fiction and non-fiction material, magazines, newspapers, textbooks, on-line materials, novels, short stories, poetry, essays, articles, interviews, letters, journals) Make and support warranted and responsible assertions about texts Support assertions with elaborated and convincing evidence Evaluate writing strategies and elements of author's craft 	<ul style="list-style-type: none"> Select appropriate material from a variety of sources – (fiction and non-fiction material, magazines, newspapers, textbooks, on-line materials, novels, short stories, poetry, essays, articles, interviews, letters, journals) Make and support warranted and responsible assertions about texts Support assertions with elaborated and convincing evidence Evaluate writing strategies and elements of author's craft 	<ul style="list-style-type: none"> Select appropriate material from a variety of sources – (fiction and non-fiction material, magazines, newspapers, textbooks, on-line materials, novels, short stories, poetry, essays, articles, interviews, letters, journals) Make and support warranted and responsible assertions about texts Support assertions with elaborated and convincing evidence Evaluate writing strategies and elements of author's craft 	<ul style="list-style-type: none"> Examine context clues, make predictions and inferences Ask questions before and during reading Identify purpose Quick-write to assess background Make connections Participate in formal and informal book talks Support assertions with evidence Time readings Read a variety of texts Read aloud Read independently and in groups Examine peritextual resources: cover, title, fonts, dedication, introduction etc. and para-textual resources: book and author reviews, other genres, illustrator, other books by author etc. Maintain an annotated log of material read 	



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
COMPREHENSION OF INFORMATIONAL TEXT (I)

Comprehension of Informational Text (I)

This part of the Reading standard requires students to work with informational materials in order to develop understanding and expertise about topics they investigate. This area of informational materials is of great importance and its inclusion indicates our desire that more attention be given to reading a broad range of materials written for a variety of audiences and purposes.

	EL.P3.I	EL.P4.I	EL.P5.I	EL.P6.I	EL.M1.I	EL.M2.I	EL.M3.I	EL.S1.I	EL.S2.I
	<i>Expository</i>								
<p>1. The student will demonstrate the ability to [or be able to] read, comprehend, interpret, analyze, and use expository text.</p>	<ul style="list-style-type: none"> • Recognize words in the environment • Combine information from two different parts of the text • Infer cause-and effect relationships that are not stated explicitly • Discuss how, why and what-if questions about non-fiction texts <p><i>Suggested Texts:</i></p> <ul style="list-style-type: none"> • Graphs • Atlases • Encyclopedia, • Recipes • Manuals • Diagrams 	<ul style="list-style-type: none"> • Analyze the causes, motivations, sequences and results of events • Understand the concepts and relationships described in text • Use reasoning and information from within and outside the text to examine argument • Describe in their own words what new information they gained from a non-fiction text and how it relates to their prior knowledge 	<ul style="list-style-type: none"> • Produce written or oral work that restates or summarizes information • Relates new information to prior knowledge and experience • Extends ideas • Makes connections to related topics or information <p><i>Examples of Non-fiction include:</i></p> <ul style="list-style-type: none"> • Feature Articles • How To Books • All about Books • Editorials • Interviews • Essays • Photo-Essays • Magazines 	<ul style="list-style-type: none"> • Produce written or oral work that restates or summarizes information • Relates new information to prior knowledge and experience • Extends ideas • Makes connections to related topics or information <p><i>Examples of Non-fiction include:</i></p> <ul style="list-style-type: none"> • Feature Articles • How To Books • All about Books • Editorials • Interviews • Essays • Photo-Essays • Magazines 	<ul style="list-style-type: none"> • Apply reading strategies to make connections to text • Compare and contrast elements of text to personal experiences, to other texts and to world experiences • Identify and explain purpose, main points, and theme(s) of text providing supporting evidence from text • Make and support assertions about text with elaborated and convincing evidence • Interpret details from text • Evaluate writing strategies and elements of a writer's craft 	<ul style="list-style-type: none"> • Draw on prior experiences, knowledge and interactions with others • Restate or summarize information and make connections to self, text and world. • Extend ideas. • Make connections to related topics or information. • Compare and contrast elements of text to personal experiences to other texts and to world experiences • Interpret details from text • Summarize information • Critically analyze text by making responsible assertions about content and text features • Evaluate writing strategies and elements of a writer's craft. • Compare and contrast personal experiences with historical practices and customs • Extend ideas 	<ul style="list-style-type: none"> • Draw on prior experiences, knowledge and interactions with others • Restate or summarize information and make connections to self, text and world. • Extend ideas. • Make connections to related topics or information. • Explain author's purpose and interpret main points/details of text providing supporting evidence from text • Interpret details from text • Summarize information 	<ul style="list-style-type: none"> • Apply reading strategies to make connections • Interpret details from text • Analyze the content of informational text by examining the following: development of argument, organization, content, power of anecdote, word choice, voice, imagery, and the social context • Draw conclusions • Extend ideas • Demonstrate understanding of cultural interactions among groups • Evaluate writing strategies and elements of a writer's craft • Compare and contrast personal experiences with historical practices and customs • Compare and contrast personal experiences with historical practices and customs 	<ul style="list-style-type: none"> • Apply reading strategies make connections and draw conclusions from informational materials • Critically analyze text by making responsible assertions about content and text features • Demonstrate understanding of cultural interactions among cultural groups • Evaluate writing strategies and elements of a writer's craft • Compare and contrast personal experiences with historical practices and customs • Interpret & evaluate the impact of ambiguities, subtleties, contradictions and ironies • Identify and analyze the characteristics text • Explain how universal experiences serve as the source of themes



Comprehension of Informational Text (I)	EL.P3.I	EL.P4.I	EL.P5.I	EL.P6.I	EL.M1.I	EL.M2.I	EL.M3.I	EL.S1.I	EL.S2.I
<i>(continued)</i>	<i>Documents and Procedural</i>								
2. The student will demonstrate the ability to read, understand, and use documentary and procedural text.	<ul style="list-style-type: none"> Read and interpret functional materials <p><i>Suggested Texts:</i></p> <ul style="list-style-type: none"> Graphs Atlases Encyclopedia Recipes Manuals Diagrams All About Books 	<ul style="list-style-type: none"> Read and interpret functional materials <p><i>Suggested Texts:</i></p> <ul style="list-style-type: none"> Graphs Atlases Encyclopedia Recipes Manuals Diagrams All About Books 	<ul style="list-style-type: none"> Read and interpret functional materials <p><i>Suggested Texts:</i></p> <ul style="list-style-type: none"> Graphs Atlases Encyclopedia Recipes Manuals Diagrams All About Books Schedules Brochures Maps 	<ul style="list-style-type: none"> Read and interpret functional materials <p><i>Suggested Texts:</i></p> <ul style="list-style-type: none"> Graphs Atlases Encyclopedia Recipes Manuals Diagrams All About Books Schedules Brochures Maps 	<ul style="list-style-type: none"> Evaluate adequacy of details, facts, and text language to achieve a specific purpose Describe the objective (s) of documents and procedural text Draw on prior experiences, knowledge and interactions with others Restate or summarize information and make connections to self, text and world Extend ideas Make connections to related topics or information. <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> Graphs Diagrams Brochures Schedules Recipes Informational pamphlets (e.g., health-related information) Application forms Flyers, posters, advertisements On-line materials Application forms Public documents 	<ul style="list-style-type: none"> Evaluate adequacy of details, facts, and text language to achieve a specific purpose Describe the objective (s) of documents and procedural text Draw on prior experiences, knowledge and interactions with others Restate or summarize information and make connections to self, text and world Extend ideas Make connections to related topics or information Synthesize information from multiple sources to draw conclusions Extend ideas <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> Graphs Diagrams Brochures Schedules Recipes Informational pamphlets (e.g., health-related information) Application forms Flyers, posters, advertisements On-line materials Application forms Public documents 	<ul style="list-style-type: none"> Evaluate adequacy of details, facts, and text language to achieve a specific purpose Describe the objective (s) of documents and procedural text Draw on prior experiences, knowledge and interactions with others Restate or summarize information and make connections to self, text and world Extend ideas Make connections to related topics or information Synthesize information from multiple sources to draw conclusions Extend ideas <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> Graphs Diagrams Brochures Schedules Recipes Informational pamphlets (e.g., health-related information) Application forms Flyers, posters, advertisements On-line materials Application forms Public documents 	<ul style="list-style-type: none"> Locate specific information from documents and procedural text for a specific purpose Interpret details from the text Analyze clarity of text features and content Evaluate adequacy of details, facts, and text language to achieve a specific purpose Describe the objective (s) of documents and procedural text Synthesize information from multiple sources to draw conclusions Summarize <p><i>Suggested texts:</i></p> <ul style="list-style-type: none"> Graphs Diagrams Brochures Schedules Informational pamphlets (e.g., health-related information) Application forms Flyers, posters, advertisements On-line materials Application forms Public documents 	



Comprehension of Informational Text (I)	EL.P3.I	EL.P4.I	EL.P5.I	EL.P6.I	EL.M1.I	EL.M2.I	EL.M3.I	EL.S1.I	EL.S2.I
<i>(continued)</i>	<i>Persuasive</i>								
3. The student will demonstrate the ability to read, comprehend, interpret, analyze, and use persuasive text.	N/A	N/A	<ul style="list-style-type: none"> Analyse the arguments and positions advanced and the evidence offered in support of them, or formulate an argument and offer evidence to support it Identify commonly used persuasive techniques Critically analyze text by making responsible assertions about content and text features 	<ul style="list-style-type: none"> Analyse the arguments and positions advanced and the evidence offered in support of them, or formulate an argument and offer evidence to support it Identify commonly used persuasive techniques Critically analyze text by making responsible assertions about content and text features Critique the author's position 	<ul style="list-style-type: none"> Analyse the arguments and positions advanced and the evidence offered in support of them, or formulate an argument and offer evidence to support it Examine or make use of the appeal of a document to audiences Identify commonly used persuasive techniques Analyse the content by examining the development of argument, voice, organization, content, power of anecdote, word choice, imagery, and the social context Critically analyze text by making responsible assertions about content and text features Critique the author's position Examine informational text features e.g. news stories, editorials etc. 	<ul style="list-style-type: none"> Analyse the content of informational text by examining the following: development of argument, organization, content, power of anecdote, word choice, voice, imagery, and the social context Demonstrate understanding of cultural interactions among cultural groups Identify the institutional context of the document; Analyse techniques to make a document user-friendly Identify information that is either extraneous or missing in terms of audience and purpose Make use of relevant information Identify commonly used persuasive techniques 	<ul style="list-style-type: none"> Analyse the content of informational text by examining the following: development of argument, organization, content, power of anecdote, word choice, voice, imagery, and the social context Demonstrate understanding of cultural interactions among cultural groups Identify the institutional context of the document; Analyse techniques to make a document user-friendly Identify information that is either extraneous or missing in terms of audience and purpose Make use of relevant information Identify commonly used persuasive techniques 	<ul style="list-style-type: none"> Identify and analyze the characteristics text Explain how universal experiences serve as the source of themes 	



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
COMPREHENSION OF LITERARY TEXT (L)

Comprehension of Literary Text (L)

Readers who read regularly tend to read what interests them. Reading literary text encourages all students to do what good readers do and pursue themes, authors and genres that are of interest to them. Readers create justifiable critiques to appraise the text's effectiveness and quality. Therefore, the reader's perspective is valued in the process.

	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
	<i>Literary Elements and Devices</i>								
1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.	<ul style="list-style-type: none"> • Discuss or write about the themes of a book- what the "messages" of the book might be • Ask questions for clarification • Trace characters and plots across multiple episodes, perhaps ones that are read on successive days • Relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc. • Connect messages heard, text read and material viewed to prior knowledge and experience • Read 1 or 2 short books or long chapters daily, and discuss readings • Read good children's literature every day • Read multiple books by the same author and be able to discuss differences and similarities among these books • Reread some favorite books, gaining deeper comprehension and knowledge of author's craft 	<ul style="list-style-type: none"> • Capture meaning from figurative language (similes, metaphors, poetic images) and explain them • Compare one text to another text they have read or heard • Discuss why an author might have chosen particular words • Say how a story relates to something in real-life experience • Explain the motives of characters • Support an interpretation by making specific reference to the text • Provide enough detail from the text so the reader can understand the interpretation • Go beyond retelling • Compare two works by an author • Discuss several works that have a common idea or theme and write about the similarities • Make connections between the text and their own lives 	<ul style="list-style-type: none"> • Respond to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes • Identify recurring themes across works • Analyze the impact of author's decisions regarding word choice and content • Consider the differences among genres • Evaluate literary merit • Examine the reasons for a character's actions, taking into account the situation and basic motivation of the character • Identify stereotypical characters as opposed to fully developed characters • Critique the degree to which a plot is contrived or realistic • Apply reading strategies to compare, make connections and draw conclusions 	<ul style="list-style-type: none"> • Select appropriate material from a variety of sources- (fiction and non-fiction material, magazines, newspapers, textbooks, on-line materials, novels, short stories, poetry, essays, articles, interviews, letters, journals) • Make and support warranted and responsible assertions about the text • Support assertions with elaborated and convincing evidence • Draw the text together to compare and contrast themes, characters, and ideas • Make perceptive and well developed connections • Evaluate writing strategies and elements of author's craft • Participate in informal and formal book talks 	<ul style="list-style-type: none"> • Analyze dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text • Evaluate writing strategies and elements of the writer's craft • Identify and/or explain connections among themes and/or styles • Consider themes that broaden perspectives and extend thinking • Restate and interpret details of text • Provide a personal response to text • Identify recurring themes across works • Identify the characteristics of literary forms and genres • Evaluate literary merit • Identify point of view 	<ul style="list-style-type: none"> • Identify and analyze the presence of character types in a literary work (antagonist, protagonist, stereotype) • Identify and analyze themes a literary work • Analyze dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) • Critically analyze text by making responsible assertions • Evaluate writing strategies and elements of the writer's craft • Identify and/or explain connections among themes • Restate and interpret details of text • Provide personal response to text • Make connections to personal experiences, to Bermudian culture and to world experiences 	<ul style="list-style-type: none"> • Restate and interpret details of text • Provide a personal response to text • Demonstrate personal development and social consciousness • Compare and contrast elements of text to personal experiences, to other texts, to Bermudian culture and to world experiences • Compare and contrast two or more texts • Identify and explain simple and complex actions of major and minor characters • Study a variety of text selections choosing material based on personal interests and conceptual appropriateness • Examine news stories of at least 1,500 words in length that are developmentally and thematically appropriate 	<ul style="list-style-type: none"> • Analyze dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text • Critically analyze text by making responsible assertions to enhance meaning of text • Evaluate writing strategies and elements of the writer's craft • Identify and/or explain connections among themes and/or styles of two or more texts or text equivalents • Restate and interpret details of text • Provide a personal response to text • Use language to demonstrate personal development and social consciousness 	<ul style="list-style-type: none"> • Analyze dramatic conventions (e.g., monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text • Critically analyze text by making responsible assertions to enhance meaning of text • Evaluate writing strategies and elements of the writer's craft • Identify and/or explain connections among themes and/or styles of two or more texts or text equivalents • Restate and interpret details of text • Provide a personal response to text • Use language to demonstrate personal development and social consciousness



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Literary Elements and Devices</i>								
<p>1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.</p>	<ul style="list-style-type: none"> Read narrative accounts, responses to literature, informational writing, narrative procedures, recounting, memoirs, poetry, plays and other genres Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display Read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus and invitations) and some of these encountered outside school Voluntarily read to each other, signaling their sense of themselves as readers <p>Reading Habits</p> <ul style="list-style-type: none"> Have worthwhile literature read to them to model the language and craft of good writing Listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance Hear texts read aloud from a variety of genres Use reading strategies explicitly modeled by adults in read-alouds and assisted reading 	<ul style="list-style-type: none"> Summarize the plot of a story <p>Reading Habits</p> <ul style="list-style-type: none"> Read 30 chapter books a year, independently or with assistance Regularly participate in discussions of their reading with a partner or a group (book talks, literature circles, book study groups) Read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews) informational writing, reports, narrative procedures, memoirs, poetry, plays, fiction, nonfiction) Read multiple books by the same author and be able to identify differences and similarities among them Reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft 	<ul style="list-style-type: none"> Make responsible assertions about content and text features Identify or explain connections between themes and or styles of two or more texts or text equivalents <p>Suggested Activities:</p> <ul style="list-style-type: none"> Determine why certain characters behave the way they do. Make connections between literary works according to a common theme. Produce a creative retelling of a familiar fairy tale for a group. Create a verse by verse paraphrase of a poem. Compare a children's literary classic with a televised version of the same work. Participate in formal or informal book talks. 	<ul style="list-style-type: none"> Apply reading strategies to compare, make connections, contrast, and draw conclusions Identify meanings of words in context Examine reasons for character's actions accounting for motive and situation Discuss underlying themes or messages Note and discuss author's craft; analyze development of plot, setting, character development, movement through time and change Compare reviews of literature, film and performances Examine the reasons for a character's actions accounting for situation and motive Note and talk about author's craft: content, point of view, word choice, plot, beginnings, endings and character development, setting, movement through time and change Compare and contrast personal experiences with historical practices and customs 	<ul style="list-style-type: none"> Analyse the reasons for a character's actions, taking into account the situation and basic motivation of the character Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings, and themes Identify the effect of literary devices such as figurative language, allusion, diction, dialogue, and description 	<ul style="list-style-type: none"> Read a variety of text selections choosing material based on personal interests and conceptual appropriateness Examine news stories of at least 1,500 words in length are developmentally and thematically appropriate Identify recurring themes across works Identify the characteristics of literary forms and genres Evaluate literary merit Identify point of view Analyse the reasons for a character's actions, taking into account the situation and basic motivation of the character Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings, and themes Identify the effect of literary devices such as figurative language, allusion, diction, dialogue, and description 	<ul style="list-style-type: none"> Read a variety of text selections choosing material based on personal interests and conceptual appropriateness Identify recurring themes across works Identify the characteristics of literary forms and genres Evaluate literary merit Identify point of view Analyse the reasons for a character's actions, taking into account the situation and basic motivation of the character Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings, and themes Identify the effect of literary devices such as figurative language, allusion, diction, dialogue, and description 	<ul style="list-style-type: none"> Compare and contrast elements of text to personal experiences, to other texts, to Bermudian culture and to world experiences Determine simple and complex actions between major and minor characters Read a variety of text selections choosing material based on personal interests and conceptual appropriateness Examine news stories of at least 1,500 words in length that are developmentally and thematically appropriate 	<ul style="list-style-type: none"> Compare and contrast elements of text to personal experiences, to other texts, to Bermudian culture and to world experiences Distinguish simple and complex actions and major and minor characters Read a variety of text selections choosing material based on personal interests and conceptual appropriateness Examine news stories of at least 1,500 words in length that are developmentally and thematically appropriate



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Literary Elements and Devices</i>								
1. The student will consider the contributions of literary elements and devices when constructing meaning of a text.		<ul style="list-style-type: none"> • Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display • Read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school • Listen to and discuss at least one chapter read to them every day • Voluntarily read to each other, signaling their sense of themselves as readers 	<ul style="list-style-type: none"> • Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display • Read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school • Listen to and discuss at least one chapter read to them every day • Voluntarily read to each other, signaling their sense of themselves as readers 	<ul style="list-style-type: none"> • Make connections, suggestions and wonderings to everyday life • Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display • Read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school • Listen to and discuss at least one chapter read to them every day • Voluntarily read to each other, signaling their sense of themselves as readers 	<ul style="list-style-type: none"> • Make connections, suggestions and wonderings to everyday life • Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display 	<ul style="list-style-type: none"> • Make connections, suggestions and wonderings to everyday life • Read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display 			



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Characteristics of Various Genres</i>								
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.	<ul style="list-style-type: none"> Follow simple sequences (2-3 events) in a story Respond to comprehension questions (examples: inferences, generalizations, cause and effect, details, appropriate conclusions, outcomes) Provide a retelling Write letters to the author, telling what they thought or question Make a reasonable claim about what they have read Suggest a big idea or theme from what they have read and offer evidence from the text to support their claim Write variations on texts they have read, telling the story from a new point of view, altering a crucial character or rewriting the ending Make connections between the text and their own ideas and lives Demonstrate skills we look for in the comprehension – (Getting the Meaning) Recognize genre features and compare works by different authors in the same genre Discuss recurring themes across works 	<ul style="list-style-type: none"> Read good children’s literature every day Discuss underlying themes or messages when interpreting fiction Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Identify and discuss recurring themes across works Evaluate literary merit and participate informatively in peer talk about selecting books to read Experience read alouds 	<ul style="list-style-type: none"> Read good children’s literature every day Discuss underlying themes or messages when interpreting fiction Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Identify and discuss recurring themes across works Evaluate literary merit and participate informatively in peer talk about selecting books to read Experience read alouds 	<ul style="list-style-type: none"> Read good children’s literature every day Have worthwhile literature read to them to model the language and craft of good writing Discuss underlying themes or messages when interpreting fiction Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Identify and discuss recurring themes across works Evaluate literary merit and participate informatively in peer talk about selecting books to read Experience read alouds 	<ul style="list-style-type: none"> Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Evaluate literary merit and participate informatively in peer talk about selecting books to read Have worthwhile literature read to them to model the language and craft of good writing Experience read alouds <p><i>Produce writing demonstrating literary elements using multiple genres:</i></p> <ul style="list-style-type: none"> A personal essay A short story A short play A poem A vignette 	<ul style="list-style-type: none"> Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Evaluate literary merit and participate informatively in peer talk about selecting books to read Experience read alouds <p><i>Produce writing demonstrating literary elements using multiple genres:</i></p> <ul style="list-style-type: none"> A personal essay A short story A short play A poem A vignette 	<ul style="list-style-type: none"> Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Evaluate literary merit and participate informatively in peer talk about selecting books to read Experience read alouds <p><i>Produce writing demonstrating literary elements using multiple genres:</i></p> <ul style="list-style-type: none"> A personal essay A short story A short play A poem A vignette 	<ul style="list-style-type: none"> Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Evaluate literary merit and participate informatively in peer talk about selecting books to read Experience read alouds <p><i>Produce writing demonstrating literary elements using multiple genres:</i></p> <ul style="list-style-type: none"> A personal essay A short story A short play A poem A vignette 	



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Characteristics of Various Genres</i>								
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.	<ul style="list-style-type: none"> Paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase Sometimes challenge another speaker on whether facts are accurate, including reference to the text Sometimes challenge another speaker on logic or inference Ask other speakers to provide supporting information or details Politely correct someone who paraphrases or interprets their ideas incorrectly (e.g. "That's not what I meant...") Identify values, beliefs and interests reflected in literature from Bermuda's culture and other materials from various cultures (examples: videos, author studies, educational television, literature, online resources) Talk about word meanings encountered in reading Notice and show interest in new words heard in read alouds Learn new words daily from their reading and talk 	<ul style="list-style-type: none"> Read and respond to poems, stories, memoirs, fiction, nonfiction and plays written by peers and others Identify and discuss recurring themes across works Evaluate literary merit and participate informatively in peer talk about selecting books to read Examine the reasons for a character's actions accounting for situation and motive Read multiple books by the same author and be able to identify differences and similarities among them Recognize genre features, understand differences among genres and compare works by different authors in the same genre 	<ul style="list-style-type: none"> Examine the reasons for a character's actions accounting for situation and motive Read multiple books by the same author and be able to identify differences and similarities among them Recognize genre features, understand differences among genres and compare works by different authors in the same genre 	<ul style="list-style-type: none"> Examine the reasons for a character's actions accounting for situation and motive Read multiple books by the same author and be able to identify differences and similarities among them Recognize genre features, understand differences among genres and compare works by different authors in the same genre 	<ul style="list-style-type: none"> Identify and discuss recurring themes across works Examine the reasons for a character's actions accounting for situation and motive Read multiple books by the same author and be able to identify differences and similarities among them Recognize genre features, understand differences among genres and compare works by different authors in the same genre 	<ul style="list-style-type: none"> Identify and discuss recurring themes across works Examine the reasons for a character's actions accounting for situation and motive Read multiple books by the same author and be able to identify differences and similarities among them Recognize genre features, understand differences among genres and compare works by different authors in the same genre 			



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Characteristics of Various Genres</i>								
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.		<ul style="list-style-type: none"> Note and talk about author's craft: (content, point of view, word choice, plot, beginnings and endings, and character development) Note and talk about author's craft: (word choice, plot, setting, character development, movement through time, change) Use comparisons and analogies to explain ideas Refer to knowledge built during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates misunderstanding Ask other students questions requiring them to support their claims or arguments Indicate when their own or others' ideas need further support or explanation Learn new words every day from their reading 	<ul style="list-style-type: none"> Note and talk about author's craft: (content, point of view, beginnings and endings) Note and talk about author's craft: (word choice, plot, setting, character development, movement through time, change) Use comparisons and analogies to explain ideas Refer to knowledge built during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates misunderstanding Ask other students questions requiring them to support their claims or arguments Indicate when their own or others' ideas need further support or explanation Learn new words every day from their reading 	<ul style="list-style-type: none"> Note and talk about author's craft: (content, point of view, beginnings and endings) Note and talk about author's craft: (word choice, plot, setting, character development, movement through time, change) Use comparisons and analogies to explain ideas Refer to knowledge built during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates misunderstanding Ask other students questions requiring them to support their claims or arguments Indicate when their own or others' ideas need further support or explanation Learn new words every day from their reading 	<ul style="list-style-type: none"> Note and talk about author's craft: (content, point of view, beginnings and endings) Note and talk about author's craft: (word choice, plot, setting, character development, movement through time, change) Use comparisons and analogies to explain ideas Refer to knowledge built during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates misunderstanding Ask other students questions requiring them to support their claims or arguments Indicate when their own or others' ideas need further support or explanation Learn new words every day from their reading 	<ul style="list-style-type: none"> Note and talk about author's craft: (content, point of view, beginnings and endings) Note and talk about author's craft: (word choice, plot, setting, character development, movement through time, change) Use comparisons and analogies to explain ideas Refer to knowledge built during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates misunderstanding Ask other students questions requiring them to support their claims or arguments Indicate when their own or others' ideas need further support or explanation Learn new words every day from their reading 	<ul style="list-style-type: none"> Note and talk about author's craft: (content, point of view, beginnings and endings) Note and talk about author's craft: (word choice, plot, setting, character development, movement through time, change) Use comparisons and analogies to explain ideas Refer to knowledge built during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates misunderstanding Ask other students questions requiring them to support their claims or arguments Indicate when their own or others' ideas need further support or explanation Learn new words every day from their reading 		



Comprehension of Literary Text (L)	EL.P3.L	EL.P4.L	EL.P5.L	EL.P6.L	EL.M1.L	EL.M2.L	EL.M3.L	EL.S1.L	EL.S2.L
<i>(continued)</i>	<i>Characteristics of Various Genres</i>								
2. The student will identify and analyze the characteristics of various genres as forms with distinct characteristics.		<ul style="list-style-type: none"> Recognize when they don't know what a word means and use a variety of strategies for figuring it out (ask others, look at the context, find the word in use elsewhere and look for clues there) Talk about the meaning of most of the new words encountered in independent and assisted reading Notice and show interest in understanding unfamiliar words in texts that are read to them Know how to talk about what nouns mean in terms of function (e.g. Water is for drinking) features (e.g. Water is wet) and category (e.g. Water is a liquid) Know how to talk about verbs as "action words" Talk about words as they relate to other words, synonyms, antonyms or which word is precise 	<ul style="list-style-type: none"> Recognize when they don't know what a word means and use a variety of strategies for figuring it out (ask others, look at the context, find the word in use elsewhere and look for clues there) Talk about the meaning of most of the new words encountered in independent and assisted reading Notice and show interest in understanding unfamiliar words in texts that are read to them Know how to talk about what nouns mean in terms of function (e.g. Water is for drinking) features (e.g. Water is wet) and category (e.g. Water is a liquid) Know how to talk about verbs Talk about words as they relate to other words, synonyms, antonyms or which word is precise 	<ul style="list-style-type: none"> Recognize when they don't know what a word means and use a variety of strategies for figuring it out (ask others, look at the context, find the word in use elsewhere and look for clues there) Talk about the meaning of most of the new words encountered in independent and assisted reading Notice and show interest in understanding unfamiliar words in texts that are read to them Know how to talk about what nouns mean in terms of function (e.g. Water is for drinking) features (e.g. Water is wet) and category (e.g. Water is a liquid) Know how to talk about verbs Talk about words as they relate to other words, synonyms, antonyms or which word is precise 	<ul style="list-style-type: none"> Notice and show interest in understanding unfamiliar words in texts that are read to them 	<ul style="list-style-type: none"> Notice and show interest in understanding unfamiliar words in texts that are read to them 			



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
LANGUAGE USAGE (U)

Language Usage (U) Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject and verb agreement).									
	EL.P3.U	EL.P4.U	EL.P5.U	EL.P6.U	EL.M1.U	EL.M2.U	EL.M3.U	EL.S1.U	EL.S2.U
	<i>Grammar and conventions of standard English Language</i>								
<p>2. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language.</p>	<ul style="list-style-type: none"> Use all sentence patterns typical of spoken language Incorporate transition words and phrases Use various phrases and modifiers Use varying sentence patterns and lengths to pace reading or create mood Embed literary language where appropriate Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion Make word choices that reveal they have a large enough vocabulary to exercise options in word choice Make choices about which words to use on the basis of whether they accurately convey the intended meaning Extend their writing vocabulary by using specialized words related to the topic or setting of their writing 	<ul style="list-style-type: none"> Use appropriately a variety of syntactic patterns to show relationships of ideas (e.g. use an equal weight in compound sentences, use subordination in complex sentences) Embed phrases and modifiers that make their writing lively and graphic Use varying sentence patterns and lengths to slow reading down, speed it up or create a mood Embed literary language where appropriate Reproduce sentence structures from various genres they are reading Use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion 	<ul style="list-style-type: none"> Use appropriately a variety of syntactic patterns to show relationships of ideas Incorporate transitional words and phrases appropriate to thinking Embed phrases and modifiers that make their writing lively and graphic Use varying sentence patterns and lengths to slow reading down, speed it up or create a mood Embed literary language where appropriate Reproduce sentence structures from various genres they are reading Use words from their conversations with others in their writing, including words they have learned from reading, being read to, and class discussions 	<ul style="list-style-type: none"> Use appropriately a variety of syntactic patterns to show relationships of ideas Incorporate transitional words and phrases appropriate to thinking Embed phrases and modifiers that make their writing lively and graphic Use varying sentence patterns and lengths to slow reading down, speed it up or create a mood Embed literary language where appropriate Reproduce sentence structures from various genres they are reading Use words from their vocabulary in their writing, including words they have learned from reading, being read to, and class discussions 	<ul style="list-style-type: none"> Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order Choose appropriate levels of formal and informal language to achieve specific purpose Employ conventions of punctuation to communicate meaning effectively Edit to remove redundant wording 	<ul style="list-style-type: none"> Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order Choose appropriate levels of formal and informal language to achieve specific purpose Employ conventions of punctuation to communicate meaning effectively Edit to remove redundant wording 	<ul style="list-style-type: none"> Expand sentences by correctly placing subjects, predicates, and modifiers in appropriate syntactical order Choose appropriate levels of formal and informal language to achieve specific purpose Employ conventions of punctuation to communicate meaning effectively Edit to remove redundant wording 	<ul style="list-style-type: none"> Choose appropriate levels of formal and informal language to achieve specific purpose Employ conventions of punctuation to communicate meaning effectively 	<ul style="list-style-type: none"> Choose appropriate levels of formal and informal language to achieve specific purpose Employ conventions of punctuation to communicate meaning effectively



Language Usage (U)	EL.P3.U	EL.P4.U	EL.P5.U	EL.P6.U	EL.M1.U	EL.M2.U	EL.M3.U	EL.S1.U	EL.S2.U
<i>(continued)</i>	<i>Grammar and Conventions of Standard English Language</i>								
1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language.	<ul style="list-style-type: none"> Use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random Produce writing in which most high-frequency words are spelled correctly Correctly spell most inflectional endings, including plurals and verb tenses Use specific spelling strategies during the writing process (e.g. consult word wall, consider base words, prefixes and suffixes) Engage in the editing process (e.g. peer editing, self-editing) to correct spelling errors Approximate the use of quotation marks 	<ul style="list-style-type: none"> Make word choices that reveal they have a large enough vocabulary to exercise options in word choice (e.g. more precise and vivid words) Extend their writing vocabulary by using specialized words related to the topic or setting of their writing (e.g. names of breeds of dogs) Notice when words do not look correct and use strategies to correct the spelling (e.g. alternative spellings, look up in a dictionary or word list) Correctly spell all familiar high-frequency words Correctly spell words with short vowels and common endings Correctly spell most inflectional endings, including plurals and verb tenses Correctly spell most derivational words (e.g. <i>tion</i>, <i>-ment</i>, <i>-ly</i>) Approximate the use of quotation marks Punctuate by using apostrophes with contractions 	<ul style="list-style-type: none"> Make word choices that reveal they have a large enough vocabulary to exercise options in word choice (e.g. more precise words and vivid words) Extend their writing vocabulary by using specialized words related to the topic or setting of their writing (e.g. use of proper nouns) Notice when words do not look correct and use strategies to correct the spelling Correctly spell all familiar high-frequency words Correctly spell words with most inflectional endings, including plurals, suffixes, prefixes and verb tenses Use correct spelling patterns and rules Correctly spell most derivational words Organize information so that it conveys a clear message Organize paragraphs in a sequence best suited to the type of writing (narrative, procedural, report, response to literature) 	<ul style="list-style-type: none"> Make word choices that reveal they have a large enough vocabulary to exercise options in word choice (e.g. more precise words and vivid words) Extend their writing vocabulary by using specialized words related to the topic or setting of their writing (e.g. use of proper nouns) Notice when words do not look correct and use strategies to correct the spelling Correctly spell all familiar high-frequency words Correctly spell words with most inflectional endings, including plurals, suffixes, prefixes and verb tenses Use correct spelling patterns and rules Correctly spell most derivational words Use semi-colon, colon, parentheses, hyphen, ellipsis Organize information so that it conveys a clear message Organize paragraphs in a sequence best suited to the type of writing (narrative, procedural, report, response to literature) 	<ul style="list-style-type: none"> Demonstrate an understanding of Conventions, Grammar, and Usage of the English Language in written and oral work Select the structures and features of language appropriate to the purpose, audience, and context of the work Notice when words do not look correct and use strategies to correct the spelling Use correct spelling patterns and rules Use semi-colon, colon, parentheses, hyphen, ellipsis Organize information so that it conveys a clear message Organize paragraphs in a sequence best suited to the type of writing (narrative, procedural, report, response to literature) <p><i>Students demonstrate control of:</i></p> <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction Spelling Usage Legibility 	<ul style="list-style-type: none"> Notice when words do not look correct and use strategies to correct the spelling Use correct spelling patterns and rules Use semi-colon, colon, parentheses, hyphen, ellipsis Organize information so that it conveys a clear message Organize paragraphs in a sequence best suited to the type of writing (narrative, procedural, report, response to literature) <p><i>Students demonstrate control of:</i></p> <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction Spelling Usage Legibility 	<ul style="list-style-type: none"> Notice when words do not look correct and use strategies to correct the spelling Use semi-colon, colon, parentheses, hyphen, ellipsis Organize information so that it conveys a clear message Organize paragraphs in a sequence best suited to the type of writing (narrative, procedural, report, response to literature) <p><i>Students demonstrate control of:</i></p> <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction Spelling Usage Legibility 	<ul style="list-style-type: none"> Notice when words do not look correct and use strategies to correct the spelling Use semi-colon, colon, parentheses, hyphen, ellipsis Organize information so that it conveys a clear message Organize paragraphs in a sequence best suited to the type of writing (narrative, procedural, report, response to literature) <p><i>Students demonstrate control of:</i></p> <ul style="list-style-type: none"> Grammar Paragraph structure Punctuation Sentence construction Spelling Usage Legibility 	



Language Usage (U)	EL.P3.U	EL.P4.U	EL.P5.U	EL.P6.U	EL.M1.U	EL.M2.U	EL.M3.U	EL.S1.U	EL.S2.U
<i>(continued)</i>	<i>Grammar and Conventions of Standard English Language</i>								
1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language.			<ul style="list-style-type: none"> Deliberately choose connectives that promote optimum clarity (e.g. however, therefore, meanwhile) Use titles/subheadings as appropriate <p>Suggested Activities:</p> <ul style="list-style-type: none"> A piece of writing that demonstrates that they managed the conventions, grammar, spelling and use of English language to aid the reader rather than to interfere with reading Proofread their own writing or writing of their peers using dictionaries, thesaurus or resources and ensure that the writing is acceptable Observe conventions of the language in preparing an oral presentation 	<ul style="list-style-type: none"> Deliberately choose connectives that promote optimum clarity (e.g. however, therefore, meanwhile) Use titles/subheadings as appropriate <p>Suggested Activities:</p> <ul style="list-style-type: none"> A piece of writing that demonstrates that they managed the conventions, grammar, spelling and use of English language to aid the reader rather than to interfere with reading Proofread their own writing or writing of their peers using dictionaries, thesaurus or resources and ensure that the writing is acceptable Observe conventions of the language in an oral presentation 	<ul style="list-style-type: none"> Deliberately choose connectives that promote optimum clarity (e.g. however, therefore, meanwhile) <p>Suggested Activities:</p> <ul style="list-style-type: none"> A piece of writing that demonstrates that they managed the conventions, grammar, spelling and use of English language to aid the reader rather than to interfere with reading Proofread their own writing or writing of their peers using dictionaries, thesaurus or resources and ensure that the writing is acceptable Observe conventions of the language in an oral presentation 	<ul style="list-style-type: none"> Deliberately choose connectives that promote optimum clarity (e.g. however, therefore, meanwhile) <p>Suggested Activities:</p> <ul style="list-style-type: none"> A piece of writing that demonstrates that they managed the conventions, grammar, spelling and use of English language to aid the reader rather than to interfere with reading Proofread their own writing or writing of their peers using dictionaries, thesaurus or resources and ensure that the writing is acceptable Observe conventions of the language in an oral presentation 	<ul style="list-style-type: none"> Deliberately choose connectives that promote optimum clarity (e.g. however, therefore, meanwhile) <p>Suggested Activities:</p> <ul style="list-style-type: none"> A piece of writing that demonstrates that they managed the conventions, grammar, spelling and use of English language to aid the reader rather than to interfere with reading Proofread their own writing or writing of their peers using dictionaries, thesaurus or resources and ensure that the writing is acceptable Observe conventions of the language in an oral presentation 		



Language Usage (U)	EL.P3.U	EL.P4.U	EL.P5.U	EL.P6.U	EL.M1.U	EL.M2.U	EL.M3.U	EL.S1.U	EL.S2.U
<i>(continued)</i>	<i>Grammar and Conventions of Standard English Language</i>								
<p>1. The student will demonstrate the ability to control language by using correct grammar and conventions of Standard English language.</p>			<ul style="list-style-type: none"> Analyze and subsequently revise work Add or delete details Add or delete explanations or inconsistencies Clarify difficult passages Rearrange words, sentences, and paragraphs to improve or clarify meaning Sharpen the focus Reconsider the organizational structure. <p>Suggested Activities:</p> <ul style="list-style-type: none"> Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers Produce a series of distinctly different drafts that result in a polished piece of writing or presentation Critique the writing or presentation of a peer Consider and respond to the critiques of peers and teachers Incorporate into revised drafts, suggestions or things noticed in touchstone text or mentor text 	<ul style="list-style-type: none"> Analyze and subsequently revise work to clarify it or make it more effective in communicating the intended message or thought Consider purposes, audiences, and contexts that apply to the work Add or delete details Add or delete explanations Clarify difficult passages Rearrange words, sentences, and paragraphs to improve or clarify meaning Sharpen the focus Reconsider the organizational structure <p>Suggested Activities:</p> <ul style="list-style-type: none"> Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers Produce a series of distinctly different drafts that result in a polished piece of writing or presentation Critique the writing or presentation of a peer Consider and respond to the critiques of peers and teachers 	<ul style="list-style-type: none"> Analyze and subsequently revise work to clarify it or make it more effective in communicating the intended message or thought Consider purposes, audiences, and contexts that apply to the work Add or delete details Add 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ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
WRITING (W)

Writing (W) Writing is a process by which language is shaped to communicate effectively. Writing often develops through a series of drafts and through access to informed feedback and response. Purpose, audience and context contribute to form and substance of writing as well as to its style, tone, and stance.									
	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
	<i>Compose Writing</i>								
2. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.	<ul style="list-style-type: none"> Write daily Use the writing process when creating different forms of written expression Generate their own topics and make decisions about which pieces to work on over several days or longer Extend pieces of writing (e.g. turn narratives into poems or short descriptions into long reports) Regularly solicit and provide useful feedback Routinely reread, revise, edit and proofread their work Take on strategies and elements of author's craft that the class has discussed in their study of literary works Apply commonly agreed upon criteria and their own judgment to assess the quality of their work Publish at least 10 pieces throughout the year 	<ul style="list-style-type: none"> Write daily Generate their own topics and spend the necessary amount of time to revisit and refine their writing Extend and rework pieces of writing Routinely rework, revise, edit and proofread their work Over the course of the year, publish 10 or 12 pieces for an audience in and beyond the classroom Write for specific purposes of their own (e.g. Thank you letters, invitations, birthday cards, announcements etc.) Consciously use appropriate, specific elements of a favorite author's craft to refine the quality of their own work Apply criteria (both public and personal) to judge the quality of their writing 	<ul style="list-style-type: none"> Write daily Generate their own topics and spend the necessary amount of time to revisit and refine their writing Extend and rework pieces of writing Routinely rework, revise, edit and proofread their work Over the course of the year, publish several pieces for an audience in and beyond the classroom Write for specific purposes of their own (e.g. letters, invitation, birthday cards, announcements etc.) Consciously use appropriate, specific elements of a favorite author's craft to refine the quality of their own work Apply criteria (both public and personal) to judge the quality of their writing 	<ul style="list-style-type: none"> Write daily Generate their own topics and spend the necessary amount of time to revisit and refine their writing Extend and rework pieces of writing Routinely rework, revise, edit and proofread their work Over the course of the year, publish several pieces for an audience in and beyond the classroom Write for specific purposes of their own Consciously use appropriate, specific elements of a favorite author's craft to refine the quality of their own work Apply criteria (both public and personal) to judge the quality of their writing 	<ul style="list-style-type: none"> Write daily Generate their own topics and spend the necessary amount of time to revisit and refine their writing Extend and rework pieces of writing Routinely rework, revise, edit and proofread their work Over the course of the year, publish several pieces for an audience in and beyond the classroom Write for specific purposes of their own Consciously use appropriate, specific elements of a favorite author's craft to refine the quality of their own work Apply criteria (both public and personal) to judge the quality of their writing 	<ul style="list-style-type: none"> Write daily Generate their own topics and spend the necessary amount of time to revisit and refine their writing Extend and rework pieces of writing Routinely rework, revise, edit and proofread their work Over the course of the year, publish several pieces for an audience in and beyond the classroom Write for specific purposes of their own Consciously use appropriate, specific elements of a favorite author's craft to refine the quality of their own work Apply criteria (both public and personal) to judge the quality of their writing 	<ul style="list-style-type: none"> Write daily Generate their own topics and spend the necessary amount of time to revisit and refine their writing Extend and rework pieces of writing Routinely rework, revise, edit and proofread their work Over the course of the year, publish several pieces for an audience in and beyond the classroom Write for specific purposes of their own Consciously use appropriate, specific elements of a favorite author's craft to refine the quality of their own work Apply criteria (both public and personal) to judge the quality of their writing 	<ul style="list-style-type: none"> Demonstrate evidence of pre-writing strategies Organize appropriately for the writing purpose Compose an essay (reflective/persuasive) that demonstrates a well-reasoned hypothesis, logical progression of thought and creates emotional response Engage the reader by establishing a context, creating a point of view and developing reader interest by employing a variety of strategies Edit drafts for word choice, grammar conventions and organizational structure Engage in peer and group editing processes by employing writing strategies to accomplish a specific purpose Apply conventions of grammar and punctuation to create effective written communication 	<ul style="list-style-type: none"> Organize appropriately for the writing purpose Compose expository text to inform or explain Compose text that demonstrates a well-reasoned hypothesis, logical progression of thought and creates emotional response Engage the reader by employing writing strategies to accomplish a specific purpose Edit drafts for word choice, grammar conventions, voice and organizational structure and for effective communication Employ a range of strategies to elaborate such as definitions, descriptions, illustrations, evidence and anecdotes Exclude irrelevant information



Writing (W)	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
<i>(continued)</i>	<i>Compose Writing</i>								
1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.	<p>Narrative Writing</p> <ul style="list-style-type: none"> Incorporate some literary or “writing” language that does not sound like speech (e.g. Slowly, slowly he turned) Develop internal events as well as external ones (e.g. the child may tell not only what happened to a character but also what the character wondered, remembered and hoped) Write in first person and third person Use dialogue effectively 	<p>Narrative Writing</p> <ul style="list-style-type: none"> Orient or engage the reader (set the time, indicate the setting, introduce the character, or enter immediately into the storyline) Create a believable world and introduce characters through the precise choice of detail Provide pacing Develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies Add reflective comments (especially in memoir) 	<p>Narrative Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a point of view, and otherwise develop reader interest Establish a situation, plot, point of view, setting, and conflict Exclude extraneous details and inconsistencies Develop complex characters Provide pacing Develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies Add reflective comments (especially in memoir) <p>Examples of Narrative Account:</p> <ul style="list-style-type: none"> A memoir A fiction story A narrative picture book A retelling of a traditional tale from an alternative point of view 	<p>Narrative Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a point of view, and otherwise develop reader interest Establish a situation, plot, point of view, setting, and conflict Exclude extraneous details and inconsistencies Develop complex characters Provide pacing Develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies Add reflective comments (especially in memoir) <p>Examples of Narrative Account:</p> <ul style="list-style-type: none"> A memoir A fiction story A narrative picture book A retelling of a traditional tale from an alternative point of view 	<p>Narrative Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a point of view Establish a situation, plot, point of view, setting, conflict and significance of events Create an organizing structure. Include sensory details and concrete language to develop plot and character Exclude extraneous details and inconsistencies Develop complex characters Use a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g. movement, gestures, expressions Develop strong ideas that demonstrate clear, knowledgeable and sound judgment Compose cohesive narrative text that includes elements of characterization for major and minor characters, internal and external conflict, shows plot, themes and imagery Provide a sense of closure to the writing 	<p>Narrative Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a point of view Establish a situation, plot, point of view, setting, conflict and significance of events Create an organizing structure. Include sensory details and concrete language to develop plot and character Exclude extraneous details and inconsistencies Develop complex characters Develop a focus, create a point of view and strong ideas that demonstrate clear, knowledgeable and sound judgment Include strong ideas, organization, voice, word choice, sentence fluency, and writing conventions Employ a range of strategies to elaborate such as definitions, descriptions, illustrations, evidence and anecdotes Revise for clarity of meaning Produce writing minimum 600 words 	<p>Narrative Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a point of view Establish a situation, plot, point of view, setting, conflict and significance of events Create an organizing structure. Include sensory details and concrete language to develop plot and character Exclude extraneous details and inconsistencies Develop complex characters Develop a focus, create a point of view and strong ideas that demonstrate clear, knowledgeable and sound judgment Include strong ideas, organization, voice, word choice, sentence fluency, and writing conventions Employ a range of strategies to elaborate such as definitions, descriptions, illustrations, evidence and anecdotes Revise for clarity of meaning Produce writing minimum 800 words 	<ul style="list-style-type: none"> Exclude irrelevant information Achieve credibility Develop an observation on the basis of reflection, personal observation or experience Select style and vocabulary strategies to accomplish purpose Exclude extraneous details and inconsistencies Choose levels of formal and informal language to achieve specific purpose Use a variety of strategies to create effective communication Use correct spelling and appropriate usage of vocabulary in context Edit for clarity of meaning Produce writing in response to prompts and self-directed topics Compose text for a variety of purposes and audiences Produce writing of minimum 900 words 	<ul style="list-style-type: none"> Support arguments with detailed evidence and citations Exclude extraneous details and inconsistencies Produce writing of minimum 1,000 words for lengthy papers



Writing (W)	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
<i>(continued)</i>	<i>Compose Writing</i>								
1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.	Informational Writing <ul style="list-style-type: none"> Write non-fiction pieces (How-to books, All about books, feature articles, photo essays) Create an obvious organizational structure (use titles, table of contents, chapter headings, sub-headings) Communicate big ideas through facts, details, quotations, statistics and information Include a concluding sentence or section Use diagrams, maps, signs, charts or illustrations as appropriate to the text 	Informational Writing <ul style="list-style-type: none"> Produce non-fiction, all about books, feature articles, editorials, photo essays, book reviews, commentary and How To Books Introduce the topic, sometimes providing a context Have an organizational structure that is useful to the reader Communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information Use diagrams, charts or illustrations appropriate to the text Have a concluding sentence or section Employ a straight forward tone of voice 	Informational Writing <ul style="list-style-type: none"> Engages the reader by establishing a context, and creating a persona, Develops a controlling idea that conveys a perspective on the subject Creates an organizing structure appropriate to a specific purpose, audience, and context Includes appropriate facts and details Excludes extraneous information Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote Provides a sense of closure to the writing <p>Examples of Non-fiction include:</p> <ul style="list-style-type: none"> An informative article An attribute book (a book on a single subject, not necessarily developed by chapters, sometimes called an “all-about book” e.g. All About Whales 	Informational Writing <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise develop reader interest Develop a controlling idea that conveys a perspective on the subject Create an organizing structure appropriate to a specific purpose, audience, and context Includes appropriate facts and details Excludes extraneous and inappropriate information Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote Provide a sense of closure to the writing <p>Examples of Reports:</p> <ul style="list-style-type: none"> An informative report/ feature article An attribute book (a book on a single subject, not necessarily developed by chapters, sometimes called an “all-about booklet” e.g. All about whales 	Informational Writing <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest Develop a controlling idea that conveys a perspective on the subject Create an organizing structure appropriate to purpose, audience, and context Include appropriate facts and details Exclude extraneous and inappropriate information Use a range of appropriate strategies such as: <i>providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations</i> Provide a sense of closure to the writing 	Informational Writing <ul style="list-style-type: none"> Compose expository text (reflective/ informative that demonstrates a well-reasoned hypothesis, logical progression thought and creates emotional response Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest Develop a controlling idea that conveys a perspective on the subject Create an organizing structure appropriate to purpose, audience, and context Include appropriate facts and details Exclude extraneous and inappropriate information Use a range of appropriate strategies such as: <i>providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations</i> Provide a sense of closure to the writing 	Informational Writing <ul style="list-style-type: none"> Compose expository text (reflective/informative that demonstrates a well-reasoned hypothesis, logical progression thought and creates emotional response Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest Develop a controlling idea that conveys a perspective on the subject Create an organizing structure appropriate to purpose, audience, and context Include appropriate facts and details Exclude extraneous and inappropriate information Use a range of appropriate strategies such as: <i>providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations</i> Provide a sense of closure to the writing 		



Writing (W)	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
<i>(continued)</i>	<i>Compose Writing</i>								
1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.	<p>Procedural Writing</p> <ul style="list-style-type: none"> Establish a context for the piece Identify the topic Show the steps in an action in enough detail to follow them Include relevant information Use language that is straightforward and clear Frequently use pictures to illustrate steps in the process <p>Producing Literature</p> <ul style="list-style-type: none"> Write stories, poems, memoirs, songs, personal narrative, authors studies, genre studies Write a story using styles learned from studying authors and genres Write poetry using techniques they observe through a study of the genre Use complete sentences to express thought Apply knowledge of sentence structure, grammar, usage, and mechanics Revise own and other's work, accepting feedback and adding to stories Write letters to the author, telling what they thought or question Make connections between the text and their own ideas and lives 	<p>Procedural Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context for the piece Identify the topic Provide a guide to action Show the steps in an action in considerable detail Include relevant information Use language that is straightforward and clear Use illustrations detailing steps in the procedure <p>Producing Literature</p> <ul style="list-style-type: none"> Write short stories, fiction, songs, memoirs, poetry and plays, book reviews, critiques-conforming to appropriate expectations for each genre Produce a piece that incorporates elements appropriate to the genre after engaging in a genre study Build on the thread of a story by extending or changing the story line Support an interpretation by making specific reference to the text 	<p>Examples of Non-fiction include: <i>(continued)</i></p> <ul style="list-style-type: none"> A chapter book A feature article An editorial/ Commentary A Photo-essay A Book/ Movie Review A research paper An Essay <p>Procedural Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise develop reader interest Provide a guide to action that anticipates a reader's needs; create expectations through predictable structures (e.g. headings, sub-headings and provide transitions between steps) Make use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate Includes relevant information Exclude extraneous information 	<p>Examples of Reports: <i>(continued)</i></p> <ul style="list-style-type: none"> A chapter book Editorials Photo Essays <p>Procedural Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise develop reader interest Provide a guide to action that anticipates a reader's needs; create expectations through predictable structures (e.g. headings, and provide transitions between steps) Make use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate Includes relevant information Exclude extraneous information Anticipate problems, mistakes, and misunderstandings that might arise for the reader Provide a sense of closure to the writing <p>Examples of Narrative procedures:</p> <ul style="list-style-type: none"> A set of rules for organizing a class meeting 	<p>Procedural Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise develop reader interest Provide a guide to action that anticipates a reader's needs; create expectations through predictable structures (e.g. headings, and provide transitions between steps) Make use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate Include relevant information Exclude extraneous information Anticipate problems, mistakes, and misunderstandings that may arise for the reader Provide a sense of closure to the writing <p>Examples of Procedural text:</p> <ul style="list-style-type: none"> A set of rules for organizing a class meeting A set of procedures for accessing information in the library Fire safety rules Develop a plan for Disaster Preparedness 	<p>Procedural Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise develop reader interest Provide a guide to action that anticipates a reader's needs; create expectations through predictable structures (e.g. headings, and provide transitions between steps) Make use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate. Include relevant information. Exclude extraneous information. Anticipate problems, mistakes, and misunderstandings that may arise for the reader Provide a sense of closure to the writing. <p>Examples of Procedural text:</p> <ul style="list-style-type: none"> A set of rules for organizing meetings A set of procedures for accessing information in the library 	<p>Procedural Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise develop reader interest Provide a guide to action that anticipates a reader's needs; create expectations through predictable structures (e.g. headings, and provide transitions between steps) Make use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate Include relevant information Exclude extraneous information Anticipate problems, mistakes, and misunderstandings that may arise for the reader Provide a sense of closure to the writing <p>Examples of Procedural text:</p> <ul style="list-style-type: none"> A set of rules for organizing meetings A set of procedures for accessing information in the library 		



Writing (W)	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
<i>(continued)</i>	<i>Compose Writing</i>								
1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.		<p>Producing Literature</p> <ul style="list-style-type: none"> Provide enough detail from the text so the reader can understand the interpretation Go beyond retelling Compare two works by an author Discuss several works that have a common idea or theme and write about the similarities Make connections between the text and their own lives 	<p>Procedural Writing</p> <ul style="list-style-type: none"> Anticipate problems, mistakes, and misunderstandings that might arise for the reader Provide a sense of closure to the writing <p>Examples of Procedural text:</p> <ul style="list-style-type: none"> A set of rules for organizing a class meeting A chapter book developed around procedures, e.g. how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety A how-to book A set of procedures for accessing information in the library A rewrite of video game instructions for a young reader <p>Producing Literature</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona and otherwise developing reader interest Advance a judgment that is interpretative, analytic, evaluative, or reflective 	<p>Examples of Procedural text:</p> <ul style="list-style-type: none"> A chapter book developed around procedures, e.g. how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety A how-to book A set of procedures for accessing information in the library A rewrite of video game instructions for a young reader <p>Producing Literature</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona and otherwise developing reader interest Advance a judgment that is interpretative, analytic, evaluative, or reflective Support judgment through references to the text, reference to other works, authors, or non-print media, or references to personal knowledge Demonstrate an understanding of the literary work Provide a sense of closure to the writing 	<p>Responding to Literature</p> <ul style="list-style-type: none"> Engage the reader through establishing a context, creating a persona, and otherwise developing reader interest Advance a judgment that is <i>interpretive, analytic, evaluative or reflective</i> Support a judgment through <i>references to the text, references to other works, authors, or non-print media, or references to personal knowledge</i> Demonstrate an understanding of the literary work Anticipate and answer a reader's questions Provide a sense of closure to the writing <p>Examples of Responses to Literature:</p> <ul style="list-style-type: none"> A literary response paper A book review A parody A literary analysis/literary essay A comparison of children's literary classic with a televised/film version of the same work 	<p>Responding to Literature</p> <ul style="list-style-type: none"> Engage the reader through establishing a context, creating a persona, and otherwise developing reader interest Advance a judgment that is <i>interpretive, analytic, evaluative or reflective</i> Support a judgment through <i>references to the text, references to other works, authors, or non-print media, or references to personal knowledge.</i> Demonstrate an understanding of the literary work Anticipate and answer a reader's questions Provide a sense of closure to the writing <p>Examples of Responses to Literature:</p> <ul style="list-style-type: none"> A literary response paper A book review A parody A literary analysis/literary essay A comparison of children's literary classic with a televised/film version of the same work. 	<p>Responding to Literature</p> <ul style="list-style-type: none"> Engage the reader through establishing a context, creating a persona, and otherwise developing reader interest Advance a judgment that is <i>interpretive, analytic, evaluative or reflective</i> Support a judgment through <i>references to the text, references to other works, authors, or non-print media, or references to personal knowledge</i> Demonstrate an understanding of the literary work Anticipate and answer a reader's questions Provide a sense of closure to the writing <p>Examples of Responses to Literature:</p> <ul style="list-style-type: none"> A literary response paper A book review A parody A literary analysis/literary essay A comparison of children's literary classic with a televised/film version of the same work. 		



Writing (W)	EL.P3.W	EL.P4.W	EL.P5.W	EL.P6.W	EL.M1.W	EL.M2.W	EL.M3.W	EL.S1.W	EL.S2.W
<i>(continued)</i>	<i>Compose Writing</i>								
1. The student will demonstrate the ability to compose fluently to express personal ideas, to inform, and to persuade.			<p>Producing Literature</p> <ul style="list-style-type: none"> Support judgment through references to the text, reference to other works, authors, or non-print media, or references to personal knowledge Demonstrate an understanding of the literary work Provide a sense of closure to the writing <p>Examples of Responses to Literature:</p> <ul style="list-style-type: none"> A literary essay A book review A parody A literary analysis A comparison of children’s literary classic with a televised/film version of the same work. 	<p>Examples of Responses to Literature:</p> <ul style="list-style-type: none"> A literary response paper A book review A parody A literary analysis/literary essay A comparison of children’s literary classic with a televised/film version of the same work. 	<p>Persuasive Writing</p> <ul style="list-style-type: none"> Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest Develop strong ideas that demonstrates clear, knowledgeable and sound judgment Create and organize a structure that is appropriate to the needs, values and interests of a specified audience Arranges details, reasons, examples, and anecdotes effectively and persuasively Compose persuasive text that demonstrates a well-reasoned hypothesis, logical progression of thought and creates emotional response Exclude information and arguments that are irrelevant Anticipate and address reader concerns and counter-arguments Support arguments with detailed evidence, citing sources of information as appropriate Provide a sense of closure to the writing 	<p>Persuasive Writing</p> <ul style="list-style-type: none"> Compose persuasive text that supports or refutes a position Support argumentation with detailed and relevant evidence Support arguments with detailed evidence and citations Develop strong ideas that demonstrates clear, knowledgeable and sound judgment Create and organize a structure that is appropriate to the needs, values and interests of a specified audience Compose persuasive text that demonstrates a well-reasoned hypothesis, logical progression of thought and creates emotional response Exclude information and arguments that are irrelevant Anticipate and address reader concerns and counter-arguments Support arguments with detailed evidence, citing sources of information as appropriate Provide a sense of closure to the writing 	<p>Persuasive Writing</p> <ul style="list-style-type: none"> Compose persuasive text that supports or refutes a position Support argumentation with detailed and relevant evidence Support arguments with detailed evidence and citations Develop strong ideas that demonstrates clear, knowledgeable and sound judgment Create and organize a structure that is appropriate to the needs, values and interests of a specified audience Compose persuasive text that demonstrates a well-reasoned hypothesis, logical progression of thought and creates emotional response Exclude information and arguments that are irrelevant Anticipate and address reader concerns and counter-arguments Support arguments with detailed evidence, citing sources of information as appropriate Provide a sense of closure to the writing 		



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
SPEAKING AND LISTENING (S)

Speaking and Listening (S) Speaking, listening and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening and viewing include gathering and sharing information; persuading others, expressing and understanding ideas; coordinating activities with others; and selecting and critically analysing messages. The context of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.									
	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
	<i>Effective Communications</i>								
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Talk about what they think, read or experience Explain or speak from another person's perspective (e.g. Jamal doesn't think its fair) Talk about ideas or information gained from sources beyond personal experiences (e.g. "I read that the moon pulls from the ocean's tides") Talk in small groups to collaborate on a project, ask questions, and make comments or suggestions to facilitate work on a task or a project (e.g. we need to assign group leaders") Talk in front of a group on a regular basis (e.g. give book talks or recommendations, report out to the class on a small group discussion) 	<ul style="list-style-type: none"> Talk about what they think, read or experience Explain or speak from another person's perspective (e.g. Jamal doesn't think its fair) Talk about ideas or information gained from sources beyond personal experiences (e.g. "I read that the moon pulls from the ocean's tides") Talk in small groups to collaborate on a project, ask questions, and make comments or suggestions to facilitate work on a task or a project (e.g. we need to assign group leaders") Talk in front of a group on a regular basis (e.g. give book reports, report out to the class on a small group discussion) 	<ul style="list-style-type: none"> Talk about ideas or information gained from sources beyond personal experiences (e.g. "I read that the moon pulls from the ocean's tides") Talk in small groups to collaborate on a project, ask questions, and make comments or suggestions to facilitate work on a task or a project (e.g. we need to assign group leaders Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit Initiate topics within conversations that are in progress Sustain conversation by extending others' contributions Express and solicit opinions 	<ul style="list-style-type: none"> Initiate new topics in addition to responding to adult-initiated topics Asks relevant questions Responds to questions with appropriate elaboration Use language cues to indicate different levels of certainty or hypothesizing, e.g. "what if ...," "very likely..." "I'm unsure whether..." Confirms understanding by paraphrasing the adult's directions or suggestions <p>Suggested one-to-one interactions:</p> <ul style="list-style-type: none"> Book talks with a teacher or adult Analytical discussions of a movie or television program with a teacher or another adult Conference regarding a piece of the student's writing E.g. draft of essay, math assignment, social studies project, or science project 	<ul style="list-style-type: none"> Initiate new topics in addition to responding to adult initiated topics Ask relevant questions Respond to questions with appropriate elaboration Use language cues to indicate different levels of certainty or hypothesizing Confirm understanding by paraphrasing the adult's directions or suggestions Formulate and respond to relevant questions in one-on-one and group settings Elaborate fluently with appropriate, substantive information <p>Suggested one-to-one interactions:</p> <ul style="list-style-type: none"> Book talks with a teacher or adult Analytical discussions of a movie or television program with a teacher or another adult Conference regarding a piece of the student's writing 	<ul style="list-style-type: none"> Initiate new topics in addition to responding to adult initiated topics Ask relevant questions Respond to questions with appropriate elaboration Use language cues to indicate different levels of certainty or hypothesizing Confirm understanding by paraphrasing the adult's directions or suggestions Formulate and respond to relevant questions in one-on-one and group settings Elaborate fluently with appropriate, substantive information <p>Suggested one-to-one interactions:</p> <ul style="list-style-type: none"> Book talks with a teacher or adult Analytical discussions of a movie or television program with a teacher or another adult Conference regarding a piece of the student's writing 	<ul style="list-style-type: none"> Initiate new topics in addition to responding to adult initiated topics Ask relevant questions Respond to questions with appropriate elaboration Use language cues to indicate different levels of certainty or hypothesizing Confirm understanding by paraphrasing the adult's directions or suggestions Formulate and respond to relevant questions in one-on-one and group settings Elaborate fluently with appropriate, substantive information <p>Suggested one-to-one interactions:</p> <ul style="list-style-type: none"> Book talks with a teacher or adult Analytical discussions of a movie or television program with a teacher or another adult Conference regarding a piece of the student's writing 	<ul style="list-style-type: none"> Formulate and respond to relevant questions in one-on-one and group settings Elaborate fluently with appropriate, substantive information Initiate new topics in addition to responding to adult-initiated topics Use language cues to indicate different levels of certainty or hypothesizing e.g. students will be able to raise questions beginning with "what if..." and be able to predict responses by using expressions such as "I believe that" and "It is very likely that" Confirm understanding by responding to directives and prompts Actively solicit responses from other group members 	<ul style="list-style-type: none"> Clarify, illustrate or expand on a response Listen attentively Express concerns clearly and respectfully Offer subjective reflections emphatically without dominating Demonstrate organization of ideas in response to an idea or topic Take into account various viewpoints Participate effectively by making contributions to groups Formulate and respond to relevant questions in one-on-one and group settings Elaborate fluently with appropriate, substantive information Initiate new topics in addition to responding to adult-initiated and student-initiated topics



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
<p>1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.</p>	<ul style="list-style-type: none"> Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit. Talk out loud to make plans, guide behavior or monitor thinking (e.g. while on the computer) Rehearse steps they will use to solve a problem Mimic adult language used in problem solving Recite facts to confirm what has been memorized (e.g. geographical facts, poems, multiplication tables, lines for a play) Initiate and sustain a conversation with eight or more lengthy exchanges Consistently ask for clarification Consistently recognize and respond to indirect and direct indications that others need clarification Initiate topics within conversations that are in progress 	<ul style="list-style-type: none"> Solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit. Talk out loud to make plans, guide behaviour or monitor thinking (e.g. while on the computer) Rehearse steps they will use to solve a problem Mimic adult language used in problem solving Recite facts to confirm what has been memorized (e.g. geographical facts, poems, multiplication tables, lines for a play) Initiate and sustain a conversation with eight or more lengthy exchanges Consistently ask for clarification Consistently recognize and respond to indirect and direct indications that others need clarification Initiate topics within conversations that are in progress 	<ul style="list-style-type: none"> Repair and revert to the topic when necessary (e.g. But wait a minute. Tell me again when football practice is?) Raise topics likely to be of interest to another person. Note and talk about author's craft: word choice, beginnings and endings, plot, and character development Use comparisons and analogies to explain ideas Refer to knowledge gained during discussion Ask other students questions that require them to support their claims or arguments Cite important details from the text (She is upset because she has not met anyone yet.) Compare one text to another text they have read or heard Capture meaning from figurative language and explain the meaning (e.g. "He said 'she is frilly as a petunia' because her dress is so ruffled and bright.") 	<p>Suggested one-to-one interactions:</p> <p><i>(continued)</i></p> <ul style="list-style-type: none"> Discussion with an adult of a collection of the student's work Participate in group meetings Displays appropriate turn-taking behaviors Actively solicits another person's comment or opinion Offers own opinion forcefully without dominating Responds appropriately to comments and questions Volunteers contributions and responds when directly solicited by teacher or discussion leader Gives reasons in support of opinions expressed Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions Engage in debates, book talks, literature circles and peer conferences 	<ul style="list-style-type: none"> Use language cues to indicate different levels of certainty or hypothesizing e.g. students will be able to raise questions beginning with "what if..." and be able to predict responses by using expressions such as "I believe that" and "It is very likely that" Confirm understanding by responding to directives and prompts Actively solicit responses from other group members Respond appropriately to comments and questions by students, teachers and discussion leaders Provide clear reasons in support of opinions expressed Clarify, illustrate or expand on a response Listen attentively Express concerns clearly and respectfully Offer subjective reflections emphatically without dominating 	<ul style="list-style-type: none"> Speak fluently within different contexts using substantive information Initiate new topics in addition to responding to adult-initiated and student-initiated topics Express views taking into account the views of others Speak using Standard English language Ask and answer relevant questions Speak clearly using vocal variety and appropriate gestures to communicate ideas Confirm understanding by responding to directives and prompts Actively solicit responses from other group members Respond appropriately to comments and questions by students, teachers and discussion leaders Provide clear reasons in support of opinions expressed 	<ul style="list-style-type: none"> Speak fluently with in different contexts using substantive information Initiate new topics in addition to responding to adult-initiated and student-initiated topics Express views taking into account the views of others Speak using Standard English language Ask and answer relevant questions Speak clearly using vocal variety and appropriate gestures to communicate ideas Confirm understanding by responding to directives and prompts Actively solicit responses from other group members Respond appropriately to comments and questions by students, teachers and discussion leaders Provide clear reasons in support of opinions expressed Clarify, illustrate or expand on a response 	<ul style="list-style-type: none"> Respond appropriately to comments and questions by students, teachers and discussion leaders Provide clear reasons in support of opinions expressed Clarify, illustrate or expand on a response Listen attentively Express concerns clearly and respectfully Offer subjective reflections emphatically without dominating Demonstrate organization of ideas in response to an idea or topic Take into account various viewpoints Participate effectively by making contributions to groups Analyze, interpret and evaluate informational content, organization, language and style from a wide range of information sources (internet, journals, newspapers, literary texts etc.) 	<ul style="list-style-type: none"> Use language cues to indicate different levels of certainty or hypothesizing e.g. students will be able to raise questions beginning with "what if..." and be able to predict responses by using expressions such as "I believe that" and "It is very likely that" Confirm understanding by responding to directives and prompts Actively solicit responses from other group members Respond appropriately to comments and questions by students, teachers and discussion leaders Provide clear reasons in support of opinions expressed Clarify, illustrate or expand on a response Listen attentively Express concerns clearly and respectfully Offer subjective reflections emphatically without dominating



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Sustain conversation by extending others' contributions Express and solicit opinions Ask open-ended or long-answer questions Repair and revert to the topic when necessary (e.g. "But wait a minute. Tell me again when football practice is?") Raise topics likely to be of interest to another person. Note and talk about author's craft: word choice, beginnings and endings, plot, and character development Use comparisons and analogies to explain ideas Refer to knowledge gained during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates no comprehension Ask other students questions that require them to support their claims or arguments 	<ul style="list-style-type: none"> Sustain conversation by extending others' contributions Express and solicit opinions Ask open-ended or long-answer questions Repair and revert to the topic when necessary (e.g. But wait a minute. Tell me again when football practice is?) Raise topics likely to be of interest to another person. Note and talk about author's craft: word choice, beginnings and endings, plot, character development, setting, movement through time, change Use comparisons and analogies to explain ideas Refer to knowledge gained during discussion Use information that is accurate, accessible and relevant Restate their own ideas with greater clarity when a listener indicates no comprehension Ask other students questions that require them to support their claims or arguments 	<ul style="list-style-type: none"> Seek out multiple resources for information such as libraries, governmental and professional agencies, the internet, and identified experts Conduct firsthand interviews of peers, parents or community members Give a short prepared speech or report informing others about some object, event or person (e.g. plan and present an oral report on a project or book, with a poster or diorama used in the presentation) Give directions for technically complex tasks (e.g. math problems, science procedures, computer games) Use visual aids, such as charts, diagrams or maps, to augment language Disagree with another person's argument and then generate and promote alternative solutions to reach agreement 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> Create a plan for a group project (multiple authored picture book) Develop and discuss class rubric Engage in classroom town meetings Work in groups to solve complex mathematical tasks Role-play to better understand a certain historical event Participate in peer writing response groups <ul style="list-style-type: none"> Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members Shapes content and organization according to availability of information in resource materials Use notes and other memory aids to structure the presentation Engages the audience with appropriate verbal cues and eye contact Projects a sense of individuality and personality in selecting and organizing content, and in delivery 	<ul style="list-style-type: none"> Demonstrate organization of ideas in response to an idea or topic Take into account various viewpoints Participate effectively by making contributions to groups Display appropriate turn-taking behaviours Actively solicit comments or opinions from others Offer own opinion confidently without dominating Respond appropriately to comments and questions Volunteer contributions and respond when directly solicited by teacher or discussion leader Give reasons in support of opinions expressed Clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions Present dramatic presentations of experiences, stories, poems, or plays to communicate 	<ul style="list-style-type: none"> Clarify, illustrate or expand on a response Listen attentively Express concerns clearly and respectfully Analyze, interpret and evaluate informational content, organization language and style from a wide range of information sources (internet, documentary, journals, newspapers, literary texts etc.) Present well-developed analyses of issues, ideas, conceptual thought, positions and texts from a variety of perspectives in a range of forms (oral presentations, formal speeches, debates, critiques of literary text) Use notes effectively to structure presentations Present a sense of individuality in content and delivery Enunciate clearly to be heard and understood Use effective verbal and non-verbal strategies 	<ul style="list-style-type: none"> Listen attentively Express concerns clearly and respectfully Analyze, interpret and evaluate informational content, organization language and style from a wide range of information sources (internet, documentary, journals, newspapers, literary texts etc.) Present well-developed analyses of issues, ideas, conceptual thought, positions and texts from a variety of perspectives in a range of forms (oral presentations, formal speeches, debates, critiques of literary text) Use notes effectively to structure presentations Present a sense of individuality in content and delivery Enunciate clearly to be heard and understood Use effective verbal and non-verbal strategies Explore use of pitch, vocal variety, tone and pacing 	<ul style="list-style-type: none"> Present well-developed analyses of issues, ideas, conceptual thought, positions and texts from a variety of perspectives in a range of forms (oral presentations, formal speeches, debates, critiques of literary text) Use notes effectively to structure presentations Present a sense of individuality in content and delivery Enunciate clearly to be heard and understood Use effective verbal strategies Present a sense of individuality in content and delivery Enunciate clearly to be heard and understood Use effective verbal and non-verbal strategies Explore use of pitch, vocal variety, tone and pacing 	<ul style="list-style-type: none"> Demonstrate organization of ideas in response to an idea or topic Take into account various viewpoints Participate effectively by making contributions to groups Focus attention on speaker's message Monitor speaker's message for clarity, accuracy and understanding Make accurate determinations about speaker's message Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Analyze purpose for argumentation and themes of speaker's message Recognize ambiguities, vagueness, inaccuracies in speaker's speech



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Indicate when their own or other's ideas need further support or explanation Cite important details from the text (She is upset because she has not met anyone yet.) Compare one text to another text they have read or heard Capture meaning from figurative language and explain the meaning (e.g. "He said 'she is bright as a button' because she is so intelligent.") Relate a story to real-life experiences Explain the motives of characters Discuss plot and setting Use the structure of information texts to retrieve information (e.g. Chapter 5 is called "Dessert Plants" so cactus must be there.) Analyze the causes, motivations, sequences and results of events Understand the concepts and relationships described Use reasoning and information from within and outside the text to examine arguments 	<ul style="list-style-type: none"> Indicate when their own or other's ideas need further support or explanation Cite important details from the text (She is upset because she has not met anyone yet.) Compare one text to another text they have read or heard Capture meaning from figurative language and explain the meaning (e.g. "He said 'she is bright as a button' because she is so brilliant.") Relate a story to real-life experiences Explain the motives of characters Discuss plot and setting Use the structure of information texts to retrieve information (e.g. Chapter 5 is called "Dessert Plants" so cactus must be there.) Analyze the causes, motivations, sequences and results of events Understand the concepts and relationships described Use reasoning and information from within and outside the text to examine arguments 	<ul style="list-style-type: none"> Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group. Describe their reactions to a performance, giving details to support opinions Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others 	Suggested Activities: <ul style="list-style-type: none"> A report or speech that was researched on a topic of general interest to the class A presentation of project plans A recounting of various anecdotes in an attempt to persuade the class to change a class policy A presentation to parents or an audience about a project created for a science fair. 	<ul style="list-style-type: none"> Employ a group decision-making technique such as brainstorming or a problem-solving technique: recognize problem, define problem, identify possible solutions, select optimal solution, implement solution; and evaluate solution Analyze, interpret and evaluate informational content, organization, language and style from a wide range of information sources (internet, documentary, journals, newspapers, literary texts etc.) Present well-developed analyses of issues, ideas, conceptual thought, positions and texts from a variety of perspectives in a range of forms (oral presentations, formal speeches, debates, critiques of literary text Use notes effectively to structure presentations Present a sense of individuality in content and delivery 	<ul style="list-style-type: none"> Explore use of pitch, vocal variety, tone and pacing Use language carefully and articulately Use visual aids and images to enhance communication Use audience feedback to evaluate speech effectiveness Focus attention on speaker's message Monitor speaker's message for clarity, accuracy and understanding Make accurate determinations about speaker's message Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Employ a group decision-making technique such as brainstorming or a problem-solving technique: recognize problem, define problem, identify possible solutions, select optimal solution, implement solution; and evaluate solution 	<ul style="list-style-type: none"> Use language carefully and articulately Use visual aids and images to enhance communication Use audience feedback to evaluate speech effectiveness Focus attention on speaker's message Monitor speaker's message for clarity, accuracy and understanding Make accurate determinations about speaker's message Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Employ a group decision-making technique such as brainstorming or a problem-solving technique: recognize problem, define problem, identify possible solutions, select optimal solution, implement solution; and evaluate solution 	<ul style="list-style-type: none"> Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Analyze purpose for argumentation and themes of speaker's message 	



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
<p>1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.</p>	<ul style="list-style-type: none"> Describe in their own words what new information they gained from a nonfiction text and how that information relates to their prior knowledge Follow instructions or directions they read in more complicated texts Independently give a lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or use flashback Pass along a story they have heard, giving enough detail or nuance to do justice to the original version Solicit and/or engage the listener's attention Orient the listener to the setting with the precise choice of detail Cluster useful descriptive information in the beginning Describe information and evaluate or reflect on it 	<ul style="list-style-type: none"> Describe in their own words what new information they gained from a nonfiction text and how that information relates to their prior knowledge Follow instructions or directions they read in more complicated texts <p>Suggested Activities:</p> <ul style="list-style-type: none"> Follow directions on how to make vegetable critters. Follow instructions on How to make a ceramic mask. Follow instructions on How to make a kite. Independently give a lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or use flashback Pass along a story they have heard, giving enough detail or nuance to do justice to the original version Solicit and/or engage the listener's attention Orient the listener to the setting with the precise choice of detail 	<ul style="list-style-type: none"> Hold themselves and others accountable to the rules by using verbal reminders Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Initiate new topics in addition to adult-initiated topics Ask relevant questions Respond to questions with appropriate elaboration Use language cues to indicate different levels of certainty or hypothesizing, e.g. "what if ...," "very likely..." "I'm unsure whether..." Confirm understanding by paraphrasing the adult's directions or suggestions <p>Suggested Activities:</p> <ul style="list-style-type: none"> Book talks with a teacher or adult Analytical discussions of a movie or television program with a teacher or another adult 	<ul style="list-style-type: none"> Hold themselves and others accountable to the rules by using verbal reminders Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Initiate new topics in addition to adult-initiated topics Ask relevant questions Respond to questions with appropriate elaboration Use language cues to indicate different levels of certainty or hypothesizing, e.g. "what if ...," "very likely..." "I'm unsure whether..." Confirm understanding by paraphrasing the adult's directions or suggestions <p>Suggested Activities:</p> <ul style="list-style-type: none"> Book talks with a teacher or adult Analytical discussions of a movie or television program with a teacher or another adult 	<ul style="list-style-type: none"> Enunciate clearly to be heard and understood Use effective verbal and non-verbal strategies Explore use of pitch, vocal variety, tone and pacing Speak fluently and appropriately, adapting talk to a range of purposes and audiences Use visual aids to enhance presentations Use audience feedback to evaluate speech effectiveness Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion Demonstrate effective communication skills while interviewing, reporting, and providing information Connect his/her experiences, information, insights, and ideas with the experiences of others through speaking and listening 	<ul style="list-style-type: none"> Enunciate clearly to be heard and understood Use effective verbal and non-verbal strategies Speak fluently and appropriately, adapting talk to a range of purposes and audiences Use visual aids to enhance presentations Use audience feedback to evaluate speech effectiveness Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion Demonstrate effective communication skills while interviewing, reporting, and providing information Connect his/her experiences, information, insights, and ideas with the experiences of others through speaking and listening 	<ul style="list-style-type: none"> Enunciate clearly to be heard and understood Use effective verbal and non-verbal strategies Speak fluently and appropriately, adapting talk to a range of purposes and audiences Use visual aids to enhance presentations Use audience feedback to evaluate speech effectiveness Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion Demonstrate effective communication skills while interviewing, reporting, and providing information Connect his/her experiences, information, insights, and ideas with the experiences of others through speaking and listening 		



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
<p>1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.</p>	<ul style="list-style-type: none"> Describe information and evaluate or reflect on it Describe internal events or reactions as well as external events (e.g. “At first I wasn’t afraid of playing the piano on stage, but when I saw the audience I wanted to run and hide”) Develop characters by clearly stating their goals and motivations and attempting to resolve or satisfy them before the story’s end (e.g. “I was so happy to get that fish: I couldn’t wait to tell my dad”) Include quotations Comment and reflect on how things were resolved Mark the end of the story directly; bring the impact of the past experience up to the present time. (e.g. “I didn’t even get in trouble for going out at night”) <p>Suggested Activities:</p> <ul style="list-style-type: none"> Book Talks Read Alouds Literature Circles 	<ul style="list-style-type: none"> Cluster useful descriptive information in the beginning Describe information and evaluate or reflect on it Describe internal events or reactions as well as external events (e.g. “At first I wasn’t afraid of playing the piano on stage, but when I saw the audience I wanted to run and hide”) Develop characters by clearly stating their goals and motivations and attempting to resolve or satisfy them before the story’s end (e.g. “I was so happy to get that fish: I couldn’t wait to tell my dad”) Include quotations Comment and reflect on how things were resolved Mark the end of the story directly; bring the impact of the past experience up to the present time. (e.g. “I didn’t even get in trouble for going out at night”) 	<p>Suggested Activities: <i>(continued)</i></p> <ul style="list-style-type: none"> Conference regarding a piece of the student’s writing e.g. draft of essay, math assignment, social studies project, or science project Discussion with an adult of a collection of the student’s work Display appropriate turn-taking behaviors Actively solicit another person’s comment or opinion Offer own opinion forcefully without dominating Respond appropriately to comments and questions Volunteers contribution and respond when directly solicited by teacher or discussion leader Give reasons in support of opinions expressed Clarify, illustrate, or expand on a response when asked to do so; asksclassmates for similar expansions 	<p>Suggested Activities: <i>(continued)</i></p> <ul style="list-style-type: none"> Conference regarding a piece of the student’s writing e.g. draft of essay, math assignment, social studies project, or science project Discussion with an adult of a collection of the student’s work Display appropriate turn-taking behaviors Actively solicit another person’s comment or opinion Offer own opinion forcefully without dominating Respond appropriately to comments and questions Volunteer contribution and respond when directly solicited by teacher or discussion leader Give reasons in support of opinions expressed Clarify, illustrate, or expand on a response when asked to do so; asksclassmates for similar expansions 	<ul style="list-style-type: none"> Engage the audience with appropriate verbal cues and eye contact Shape content and organization according to criteria for importance and impact rather than according to availability of information in resource material Focus attention on speaker’s message Monitor speaker’s message for clarity, accuracy and understanding Make accurate determinations about speaker’s message Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Analyze purpose for argumentation and themes of speaker’s message Recognize ambiguities, vagueness, inaccuracies in speaker’s speech Respond to seek clarification Sustain a conversation with at least eight or more lengthy exchanges. Solicit and provide feedback 	<ul style="list-style-type: none"> Engage the audience with appropriate verbal cues and eye contact Shape content and organization according to criteria for importance and impact rather than according to availability of information in resource material Focus attention on speaker’s message Monitor speaker’s message for clarity, accuracy and understanding Make accurate determinations about speaker’s message Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Analyze purpose for argumentation and themes of speaker’s message Recognize ambiguities, vagueness, inaccuracies in speaker’s speech Respond to seek clarification Solicit and provide feedback 	<ul style="list-style-type: none"> Engage the audience with appropriate verbal cues and eye contact Shape content and organization according to criteria for importance and impact rather than according to availability of information in resource material Focus attention on speaker’s message Monitor speaker’s message for clarity, accuracy and understanding Make accurate determinations about speaker’s message Formulate and provide effective feedback Use audience feedback to evaluate speech effectiveness Analyze purpose for argumentation and themes of speaker’s message Recognize ambiguities, vagueness, inaccuracies in speaker’s speech Respond to seek clarification Sustain a conversation with at least eight or more lengthy exchanges. Solicit and provide feedback 		



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
<p>1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.</p>	<ul style="list-style-type: none"> Seek out multiple resources for information such as libraries, governmental and professional agencies, the internet, and identified experts Conduct firsthand interviews of peers, parents or community members Give increasingly elaborate and extended descriptions of objects, events and concepts Support opinions or provide specific examples to support generalizations Give a short prepared speech or report informing others about some object, event or person (e.g. plan and present an oral report on a project or book, with a poster or story board used in the presentation) Tutor others in new and somewhat complicated task (e.g. showing a child how to make paper mache) 	<ul style="list-style-type: none"> Seek out multiple resources for information such as libraries, governmental and professional agencies, the internet, and identified experts Conduct firsthand interviews of peers, parents or community members Give increasingly elaborate and extended descriptions of objects, events and concepts Support opinions or provide specific examples to support generalizations Give a short prepared speech or report informing others about some object, event or person (e.g. plan and present an oral report on a project or book, with a poster or diorama used in the presentation) Tutor others in new and somewhat complicated task (e.g. showing a child how to make origami) 	<p><i>Suggested Activities</i></p> <ul style="list-style-type: none"> Create a plan for a group project (multiple authored picture book) Develop and discuss class rubric Engage in classroom town meetings Work in groups to solve complex mathematical tasks Role-play to better understand a certain historical event Participate in peer writing response groups Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members Shape content and organization according to availability of information in resource materials Use notes and other memory aids to structure the presentation Engage the audience with appropriate verbal cues and eye contact Project a sense of individuality and personality in selecting and organizing content, and in delivery 	<p><i>Suggested Activities:</i></p> <ul style="list-style-type: none"> Create a plan for a group project (multiple authored picture book) Develop and discuss class rubric Engage in classroom town meetings Work in groups to solve complex mathematical tasks Role-play to better understand a certain historical event Participate in peer writing response groups Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members Shape content and organization according to availability of information in resource materials Use notes and other memory aids to structure the presentation Engage the audience with appropriate verbal cues and eye contact Project a sense of individuality and personality in selecting and organizing content, and in delivery 	<ul style="list-style-type: none"> Orient the listener to the setting with the precise choice of detail. Restate others' ideas with greater clarity when non-comprehension is indicated Monitor his/her own understanding of the spoken message and seeks clarification Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works <p><i>Suggested Activities:</i></p> <ul style="list-style-type: none"> Create a plan for a group project (multiple authored picture book) Develop and discuss class rubric Engage in classroom town meetings Role-play to better understand a certain historical event Participate in peer writing response groups 	<ul style="list-style-type: none"> Respond to seek clarification. Solicit and provide feedback. Orient the listener to the setting with the precise choice of detail. Restate others' ideas with greater clarity when non-comprehension is indicated. Monitor their own understanding of the spoken message and seeks clarification. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works 	<ul style="list-style-type: none"> Respond to seek clarification. Solicit and provide feedback. Orient the listener to the setting with the precise choice of detail. Restate others' ideas with greater clarity when non-comprehension is indicated. Monitor their own understanding of the spoken message and seeks clarification. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works 		



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Listen to, comprehend and carry out directions with eight or more steps (e.g. Read pg. 54 and 55 in your social studies book. When finished, get your writing folder and review your report draft. Think about where you need to include more information and use your notes to decide where to include the information. Then get started.) Ask or answer specific questions to clarify a novel task, persisting if necessary to get the information Give directions for technically complex tasks (e.g. math problems, science procedures, computer games) Ask clarifying questions to learn what a person knows (e.g. Do you know how plants turn sunlight into food?) Describe alternate ways to complete a task or reach a destination (e.g. You can find a shortcut behind the school, instead of going around the block) 	<ul style="list-style-type: none"> Listen to, comprehend and carry out directions with eight or more steps (e.g. Read pg. 54 and 55 in your social studies book. When finished, get your writing folder and review your report draft. Think about where you need to include more information and use your notes to decide where to include the information. Then get started.) Ask or answer specific questions to clarify a novel task, persisting if necessary to get the information Give directions for technically complex tasks (e.g. math problems, science procedures, computer games) Ask clarifying questions to learn what a person knows (e.g. Do you know how plants turn sunlight into food?) Describe alternate ways to complete a task or reach a destination (e.g. You can find a shortcut behind the school, instead of going around the block) 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> A report of research on a topic of general interest to the class A presentation of project plans A recounting of various anecdotes in an attempt to persuade the class to change a class policy A presentation to parents about a project created for a science fair 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> A report of research on a topic of general interest to the class A presentation of project plans A recounting of various anecdotes in an attempt to persuade the class to change a class policy A presentation to parents about a project created for a science fair 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> A report of research on a topic of general interest to the class A presentation of project plans A recounting of various anecdotes in an attempt to persuade the class to change a class policy A presentation to parents about a literacy event 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> A report of research on a topic of general interest to the class A presentation of project plans A recounting of various anecdotes in an attempt to persuade the class to change a class policy A presentation to parents about a project created for a literacy event 			



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<i>(continued)</i>	<i>Effective Communications</i>								
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Engage in extended conversations (about seven or more exchanges) about a problem, with both sides presenting and listening to arguments and solutions Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on environmental plants) 	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Engage in extended conversations (about seven or more exchanges) about a problem, with both sides presenting and listening to arguments and solutions Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on When Voices Rise) 	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Engage in extended conversations (about seven or more exchanges) about a problem, with both sides presenting and listening to arguments and solutions Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on When Voices Rise) 	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Engage in extended conversations (about seven or more exchanges) about a problem, with both sides presenting and listening to arguments and solutions Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on When Voices Rise) 	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on When Voices Rise) 	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on When Voices Rise) 	<ul style="list-style-type: none"> Use visual aids, such as charts, diagrams or maps, to augment language Disagree with another person's argument and then generate and promote alternative solutions to reach agreement Describe their reactions to a performance, giving details to support opinions Attend to more challenging performances that go beyond entertainment or present unfamiliar material (e.g. a museum slide show on native plants, a DVD on When Voices Rise) 		



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S	
<i>(continued)</i>	<i>Effective Communications</i>									
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud (Author’s Chair) Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Identify the number of syllables in a word Play with alliteration, tongue twisters and onomatopoeia 	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders 	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders 	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders 	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders 	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders 	<ul style="list-style-type: none"> Draw from a rehearsed repertoire to give a brief performance (e.g. reciting a poem or famous speech, leading a class or club in a pledge, presiding over a class meeting) Conduct and /or make a lengthier presentation to the class or take part in full-length performances in front of larger groups or unfamiliar audiences Give an author performance, reading from their own material out loud Consistently observe politeness, apologize when appropriate; occasionally compliment others Hold themselves and others accountable to the rules by using verbal reminders 			



Speaking and Listening (S)	EL.P3.S	EL.P4.S	EL.P5.S	EL.P6.S	EL.M1.S	EL.M2.S	EL.M3.S	EL.S1.S	EL.S2.S
<i>(continued)</i>	<i>Effective Communications</i>								
1. Students will communicate effectively adhering to the conventions of standard English giving consideration to audience and purpose.	<ul style="list-style-type: none"> Use double meanings or multiple meanings of words for riddles and jokes (e.g. “Why is bread lazy? Because it loafes around?”) Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Agree or disagree appropriately to extend conversation Identify the number of syllables in a word Play with alliteration, tongue twisters and onomatopoeia Use double meanings or multiple meanings of words for riddles and jokes (e.g. “Why is bread lazy? Because it loafes around?”) Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Agree or disagree appropriately to extend conversation Identify the number of syllables in a word Play with alliteration, tongue twisters and onomatopoeia Use double meanings or multiple meanings of words for riddles and jokes (e.g. “Why is bread lazy? Because it loafes around?”) Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Agree or disagree appropriately to extend conversation Identify the number of syllables in a word Play with alliteration, tongue twisters and onomatopoeia Use double meanings or multiple meanings of words for riddles and jokes (e.g. “Why is bread lazy? Because it loafes around?”) Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Agree or disagree appropriately to extend conversation Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Agree or disagree appropriately to extend conversation Detect a variety of speech ambiguities and understand the intended meaning 	<ul style="list-style-type: none"> Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate Agree or disagree appropriately to extend conversation Detect a variety of speech ambiguities and understand the intended meaning 		



ENGLISH LANGUAGE ARTS (EL) PERFORMANCE STANDARDS
for
PROCESSING INFORMATION AND MASS MEDIA (M)

Processing Information and Mass Media (M) Processing information and mass media is a vehicle that our students can use to become critical thinkers about the world around them. The omnipresence of media has forced our students to be enveloped, therefore they must be selective and focused on that which will enhance their learning.									
	EL.P3.M	EL.P4.M	EL.P5.M	EL.P6.M	EL.M1.M	EL.M2.M	EL.M3.M	EL.S1.M	EL.S2.M
1. The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.	N/A	N/A	<p>Make informed judgments about television, radio, and film productions; Demonstrate an awareness of the presence of the media in the daily lives of most people Evaluate the role of the media in focusing attention and in forming an opinion Judge the extent to which media provide a source of entertainment as well as a source of information Define the role of advertising as part of media presentation</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Present a paper or report on reasons for selecting one media choice over another Prepare a report on the benefits obtained from media exposure Maintain a week's log to document personal viewing habits and analyze the information collected in the log 	<ul style="list-style-type: none"> Make informed judgments about television, radio, and film productions; Demonstrate an awareness of the presence of the media in the daily lives of most people Evaluate the role of the media in focusing attention and in forming an opinion Judge the extent to which media provide a source of entertainment as well as a source of information Define the role of advertising as part of media presentation <p>Suggested Activities:</p> <ul style="list-style-type: none"> Present a paper or report on reasons for selecting one media choice over another Prepare a report on the benefits obtained from media exposure Maintain a week's log to document personal viewing habits and analyze the information collected in the log 	<ul style="list-style-type: none"> Make informed judgments about television, radio, and film productions; Select topics Locate sources Make effective use of strategies to construct meaning of text Collect data, facts, ideas Discover relationships and generalizations Develop a clearly stated thesis and focus Use a variety of technological and text sources Develops logic progression of ideas and argumentation Present findings Formulate a references list Use visuals to assist presentation of text Demonstrate an awareness of the presence of the media in the daily lives of most people Evaluate the role of the media in focusing attention and in forming an opinion 	<ul style="list-style-type: none"> Make informed judgments about television, radio, and film productions; Select topics Locate sources Make effective use of strategies to construct meaning of text Collect data, facts, ideas Discover relationships and generalizations Develop a clearly stated thesis and focus Use a variety of technological and text sources Develops logic progression of ideas and argumentation Present findings Formulate a references list Use visuals to assist presentation of text Demonstrate an awareness of the presence of the media in the daily lives of most people Evaluate the role of the media in focusing attention and in forming an opinion 	<ul style="list-style-type: none"> Make informed judgments about television, radio, and film productions; Select topics Locate sources Make effective use of strategies to construct meaning of text Collect data, facts, ideas Discover relationships and generalizations Develop a clearly stated thesis and focus Use a variety of technological and text sources Develops logic progression of ideas and argumentation Present findings Formulate a references list Use visuals to assist presentation of text Demonstrate an awareness of the presence of the media in the daily lives of most people Evaluate the role of the media in focusing attention and in forming an opinion 	<ul style="list-style-type: none"> Make informed judgments about television, radio, and film productions; Select topics Locate and gather from a variety of sources Collect data, facts, ideas Discover relationships and generalizations Develop a thesis Formulate clear, coherent research questions Differentiate between primary and secondary sources Make effective use of strategies to construct meaning of text Identify the stages of the research writing process Use a variety of technological and text sources Present findings Formulate a references list Demonstrate an awareness of the presence of the media in the daily lives of most people Evaluate the role of the media in focusing attention and in forming an opinion 	<ul style="list-style-type: none"> Select topics Locate and gather from a variety of sources Collect data, facts, ideas Discover relationships and generalizations Formulate clear, coherent research questions Develop a clearly stated thesis and focus Differentiate between primary and secondary sources Make effective use of strategies to construct meaning of text Identify the stages of the research writing process Use a variety of technological and text sources Undergo the research paper writing process Develops logic progression of ideas and argumentation Takes a position and supports it with adequate documentation from authoritative sources Present findings



Processing Information and Mass Media (M)	EL.P3.M	EL.P4.M	EL.P5.M	EL.P6.M	EL.M1.M	EL.M2.M	EL.M3.M	EL.S1.M	EL.S2.M
<i>(continued)</i>									
<p>1. The student will demonstrate the ability to analyse, synthesize and interpret information presented to them through mass media and process this information to enhance their learning.</p>			<p>Suggested Activities: <i>(continued)</i></p> <ul style="list-style-type: none"> Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials 	<p>Suggested Activities: <i>(continued)</i></p> <ul style="list-style-type: none"> Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials 	<ul style="list-style-type: none"> Judge the extent to which media provide a source of entertainment as well as a source of information Define the role of advertising as part of media presentation <p>Suggested Activities:</p> <ul style="list-style-type: none"> Present a paper or report on reasons for selecting one media choice over another Prepare a report on the benefits obtained from media exposure Maintain a week's log to document personal viewing habits and analyze the information collected in the log. Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials 	<ul style="list-style-type: none"> Judge the extent to which media provide a source of entertainment as well as a source of information Define the role of advertising as part of media presentation <p>Suggested Activities:</p> <ul style="list-style-type: none"> Present a paper or report on reasons for selecting one media choice over another Prepare a report on the benefits obtained from media exposure Maintain a week's log to document personal viewing habits and analyze the information collected in the log. Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials 	<ul style="list-style-type: none"> Judge the extent to which media provide a source of entertainment as well as a source of information Define the role of advertising as part of media presentation <p>Suggested Activities:</p> <ul style="list-style-type: none"> Present a paper or report on reasons for selecting one media choice over another Prepare a report on the benefits obtained from media exposure Maintain a week's log to document personal viewing habits and analyze the information collected in the log. Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials 	<ul style="list-style-type: none"> Judge the extent to which media provide a source of entertainment as well as a source of information Define the role of advertising as part of media presentation <p>Suggested Activities:</p> <ul style="list-style-type: none"> Research Paper Maintain a week's log to document personal viewing habits and analyze the information collected in the log. Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials 	<ul style="list-style-type: none"> Formulate a references list Produce a qualitative research paper of 1,000-2,000 words Keep a log of sources with correct citations and referencing <p>Suggested Activities:</p> <ul style="list-style-type: none"> Research Paper Maintain a week's log to document personal viewing habits and analyze the information collected in the log. Summarize patterns of media exposure in writing or in an oral report View two or more different media responses to a single topic and response Analyze the appeal of particularly memorable commercials

