

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Pre-Kindergarten

(Revised October 2009)

Strands

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Pre-Kindergarten, students will:

- 1 – 1 Identify common sounds in the environment
- 1 – 2 Follow simple oral directions (three steps)
- 1 – 3 Listen for and understand spoken information
- 1 – 4 Distinguish between sounds and recall a sequence
- 1 – 5 Identify rhyming words

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Pre-Kindergarten, students will:

- 2 – 1 Learn and use new spoken vocabulary
- 2 – 2 Begin to use different voice level
- 2 – 3 Ask questions, express opinions, feelings, and thoughts in words, phrases and sentences
- 2 – 4 Discuss pictured objects
- 2 – 5 Tell stories or talk about an event from their own experience

Strand 2 – Reading

Standard 3 - Students will improve reading fluency and comprehension (Reading process), and the ability to respond to, and analyze a wide variety of literary texts (fiction and nonfiction).

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Benchmarks - By the end of Pre-Kindergarten, students will:

- 3 – 1 Use reading skills to understand and respond to nursery rhymes, picture books and predictable books
- 3 – 2 Gain word meanings from stories, oral discussions, and explanation
- 3 – 3 Understand how print is organized and read
- 3 – 4 Identify characters in a story
- 3 – 5 Understand that print conveys meaning
- 3 – 6 Use basic elements of phonemic and phonetic analysis (beginning letter sounds and sound out CVC words)
- 3 – 7 Participate in shared reading and reading of patterned text.
- 3 – 8 Use meaning clues (pictures, captions, title cover) to aid comprehension, locate details, sequence, compare/contrast, and make simple sentences.
- 3 – 9 Recognize first and last name in a variety of settings.
- 3 – 10 Recite alphabet in sequence
- 3 – 11 Recite poems and rhymes

Strand 3 – Writing

Standard 4- Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences. (formal and informal)

Benchmarks - By the end of Pre-Kindergarten, students will:

- 4– 1 Write a sentence using inventive spelling
- 4 – 2 Express a thought in writing using a picture to match text.

Standard 5 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Pre-Kindergarten, students will:

- 5 – 1 Write first name using a combination of upper case and lower case letters
- 5 – 2 Write a sentence leaving spaces between words and using the full stop for ending sentences with assistance.
- 5 – 3 Form letters of the alphabet using correct direction

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Strand 4 – Media and Technology

Standard 7: Students will use, analyze, and evaluate media and technology

Benchmarks - By the end of Pre-Kindergarten,

7 – 1 Identify forms of media (e.g., newspaper)

Kindergarten

Course Description:

Theme:

Essential Questions:

- How do language and literature affect communication in today's world?

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strands

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening/Speaking

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Kindergarten, students will:

- 1 – 1 Listen with interest and take turns during discussion
- 1 – 2 Respond to oral directions
- 1 – 3 Listen for and understand spoken information
- 1 – 4 Listen to a variety of media to recall details, sequence events, identify main idea, predict outcomes, identify rhyming words

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Kindergarten, students will:

- 2 – 1 Use different voice level, phrasing and intonation for different situations (e.g. oral reports, group settings)
- 2 – 2 Learn and use new vocabulary to describe, give explanations and describe
- 2 – 3 Express feelings and thoughts in words, phrases and sentences (personal and of story characters)
- 2 – 4 Discuss pictured objects and respond to personal questions

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (fiction and nonfiction). *Research

Benchmarks - By the end of Kindergarten, students will:

- 3 – 1 Produce oral and written responses to literature
- 3 – 2 Recognize the genre features of fictions and non-fiction (e.g. poems, fairy tales)
- 3 – 3 Make and confirm predictions about text using prior knowledge and ideas presented in text.
- 3 – 4 Identify elements of story (e.g., characters, setting, problem, events)

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Kindergarten, students will:

- 4 – 1 Decode using a variety of strategies (e.g. sight words, methodology, phonics, context, and recognition of word parts (-ing, -ed))

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- 4 – 2 Read a variety of text aloud with appropriate fluency, accuracy, and expression
- 4 – 3 Read a variety of text
- 4 – 4 Demonstrate an understanding of vocabulary (e.g. opposites, synonyms, homophones)
- 4 – 5 Develop comprehension skills (e.g. inferences, predictions, compare/contrast, recall details, sequence)
- 4 – 6 Use picture dictionaries to determine word meanings and personal dictionaries to alphabetize sight words and vocabulary related to themes and topics by first letter
- 4 – 6 Understand the use of graphic organizers (e.g. semantic maps, Venn diagrams, word maps, KWL charts)

Strand 3 – Writing

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Kindergarten, students will:

- 5 – 1 Write clear coherent sentences
- 5 – 2 Use descriptive words that add interest and meaning to writing
- 5 – 3 Edit and revise drafts for coherence and clarity
- 5 – 4 Write a personal piece in response to an experience (more than two connected sentences)
- 5 – 5 Write a simple rhyme/poem
- 5 – 6 Demonstrate the use of the elements of the Six Traits Writing scheme (sentence fluency, word choice, conventions)

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Kindergarten, students will:

- 6 – 1 Use conventions or print (lower-case and uppercase letters, spaces words, and observes directionality)
- 6 – 2 Construct simple sentences using subject-verb agreement, and adjectives appropriately
- 6 – 3 Use correct ending punctuation for statements and questions
- 6 – 4 Use correct capitalization for names, days of the week, months of the year, place names
- 6 – 5 Spell at least 50 sight words correctly

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Kindergarten, students will:

- 7 – 1 Understand the similarities and differences between real like and like depicted in visual media (e.g. cartoons)
- 7 – 2 Understand the main idea or message in visual media (e.g. pictures, photographs (newspaper, television and newspaper commercials) documentaries and video features (e.g. The Senses, The Rainforest)
- 7 – 3 Know the various types of media
- 7 – 4 Start the computer by pressing the on-screen buttons
- 7 – 5 Point, move, and click mouse independently
- 7 – 6 Use the mouse to direct the computer to start up a computer program
- 7 – 7 Identify the different parts of the computer

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 1

Course Description:

Theme: Language is a tool for effective communication in today's world.

Essential Questions:

- How do we communicate effectively using the 5 strands?
- How do listening and reading help us to become critical thinkers?
- How do speaking and writing help us to communicate ideas effectively?
- How do we use technology to present ideas and information?

Strands

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 1, students will:

- 1 – 1 Listen and understand an oral presentation.
- 1 – 2 Deliver or relay a message accurately.
- 1 – 3 Appreciate and respect other opinions.
- 1 – 4 Display proper listening protocol.
- 1 – 5 Comment and form questions related to an oral presentation.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 1, students will:

- 2 – 1 Tell a story from an event of own experience sequentially.
- 2 – 2 Speak with appropriate volume, rate and clarity.
- 2 – 3 Actively participate in an oral presentation, play, etc.
- 2 – 4 Express their ideas and thoughts clearly.
- 2 – 5 Conduct a discussion utilizing proper protocol.

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (fiction and nonfiction). *Research

Benchmarks - By the end of Grade 1, students will:

- 3 – 1 Be read to, or will read from a variety of genres and cultures.
- 3 – 2 Recognize structure of reading piece, i.e. main idea, problem, etc.
- 3 – 3 Retell story, recalling details, facts and sequence, answer questions.
- 3 – 4 Research and present information from narrative and informational text.
- 3 – 5 Relate themes from all forms of literature to personal experiences.
- 3 – 6 Identify differences among the common forms of literature: poetry, prose, fiction, non-fiction (informational and expository) and dramatic literature
- 3 – 7 Identify the elements of plot, character and setting in a story.
- 3 – 8 Generate questions and gather information from several sources in classroom and/or school library.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 1, students will:

- 4 – 1 Utilize decoding/reading strategies including phonics, predictions.
- 4 – 2 Utilize print conventions (grammar, etc.) to read silently or orally.

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- 4 – 3 Answer who, what, where, when, why and how.
- 4 – 4 Summarize and understand main idea with a number of strategies.
- 4 – 5 Understand and differentiate forms of print (information, direction)
- 4 – 6 Learn and utilize ABC order to find meanings of words in dictionary.

Strand 3 – Writing

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 1, students will:

- 5 – 1 Express ideas and thoughts on paper comfortably.
- 5 – 2 Express ideas and concepts with detail and sequentially.
- 5 – 3 Utilize the writing process.
- 5 – 4 Utilize illustrations to enhance a writing piece.
- 5 – 5 Write a piece with beginning, middle and end.
- 5 – 6 Utilize a variety of forms or genre when writing.
- 5 – 7 Understand specific aspects of 6 trait writing: voice, organization and ideas.

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 1, students will:

- 6 – 1 Spell and use at least 100 sight words on the Grade 1 word list.
- 6 – 2 Use quotation marks as well as punctuation, commas, capitals, and exclamation to construct sentences.
- 6 – 3 Use conventional print when writing.

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 1, students will:

- 7 – 1 Identify the similarities and differences between real life and life depicted on visual media (e.g. Cartoons).
- 7 – 2 Understand the main idea or message in visual media (e.g. pictures, photographs, documentaries, and video features).
- 7 – 3 Be aware of the various types of media.
- 7 – 4 Utilize media to illustrate and publish writing pieces.
- 7 – 5 Proofread and correct writing pieces on multiple media.

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Grade 2

Course Description:

Theme:

Essential Question:

- How do language and literature affect communication in today's world?

Strands

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening/Speaking

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 2, students will:

- 1 – 1 Listen, with enjoyment, to stories from other cultures.
- 1 – 2 Listen to and respond to a variety of texts (fiction and nonfiction).
- 1 – 3 Listen to and give feedback to views other than his/her own.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 2, students will:

- 2 – 1 Use grade appropriate vocabulary, sentence length and complexity to express feeling and opinions, talk about personal experiences, respond to literary genres, personal information, to participate in interviews, introductions, etc.
- 2 – 2 Make oral presentations and reports using conventions of oral speech (e.g. eye contact, phrasing and intonation).

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (fiction and nonfiction). *Research

Benchmarks - By the end of Grade 2, students will:

- 3 – 1 Examine and discuss story structure and make connection between stories and personal experience.
- 3 – 2 Use reading skills and strategies to understand a variety of literary texts (e.g. fairy tales, myths, fables, legends).
- 3 – 3 Respond to and reflect critically on literature, oral or written reports, or dramatization.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 2, students will:

- 4 – 1 Use basic elements of phonetic analysis and structural analysis to decode unknown words.
- 4 – 2 Read a variety of text to make predictions, compare/contras, distinguish fact and opinion, recall and locate details, make inferences, etc.
- 4 – 3 Use semantic and syntactic clues.
- 4 – 4 Read and understand level-appropriate sight words and vocabulary.

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- 4 – 5 Uses self-correction strategies: re-reading, slowing down, reading on, self-monitoring.
- 4 – 6 Read content-area materials and use and interpret research devices – tables, charts, graphs, word maps, diagrams, sub-headings, index, table of contents, glossaries for the comprehension of expository text.
- 4 – 7 Use a dictionary for word meanings as well as to alphabetize by 2nd and 3rd letters.

Strand 3 – Writing

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 2, students will:

- 5 – 1 Use the writing process to produce well written, coherent, organized pieces of writing (using a combination of sentence types and structures).
- 5 – 2 Identify a purpose for writing and produce a piece to reflect this (e.g. journal, stories, poems, book reports).
- 5 – 3 Have an understanding of The Six Traits Writing scheme (e.g. voice, ideas, conventions, sentence fluency, word choice, organization).

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 2, students will:

- 6 – 1 Construct complete sentences using subject-verb agreement, nouns, verbs, adjectives and adverbs appropriately.
- 6 – 2 Use correct ending punctuation for statements and interrogative sentences and commas in a series of words.
- 6 – 3 Use conventions of capitalization for names, places, months, days, first word of a sentence, titles.
- 6 – 4 Use conventional spelling sourced from dictionaries and other resources
- 6 – 5 Spell at least 100 sight words accurately.

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 2, students will:

- 6 – 1 Understand the similarities and differences between real life and life depicted on visual media, e.g. cartoons.

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- 6 – 2 Understand the main idea or message in visual media (e.g. pictures, photographs, documentaries, commercials, and video features).
- 6 – 3 Know the various types of media.
- 6 – 4 Load and use CD Rom and disks.
- 6 – 5 Use the mouse and keys independently to run a variety of software programs.
- 6 – 6 Identify the parts of the computer and their basic functions.

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Grade 3

Course Description:

Theme: How do language and literature affect communication in today's world?

Essential Questions:

- How do we communicate effectively using listening, speaking, reading, writing, and visual technology?
- How do listening and reading help us to become critical thinkers?
- How do speaking and writing help us to communicate ideas effectively?
- How do we use technology to present ideas and information?

Strands

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 3, students will:

- 1 – 1 Use listening strategies to gather and follow oral directions.
- 1 – 2 Describe their thoughts, opinions and questions that arise as they listen to oral presentations.
- 1 – 3 Identify key ideas and supporting details.
- 1 – 4 Summarize speaker’s key points.
- 1 – 5 Analyze, elaborate on and respond critically to works.
- 1 – 6 Distinguish fact from opinion.
- 1 – 7 Identify how language (e.g. sayings, expressions, usage, dialect) reflect regions and cultures.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 3, students will:

- 2 – 1 Make formal and informal presentations that uses clear diction, volume, speed .
- 2 – 2 Recite poems.
- 2 – 3 Use verbal and non verbal cues.
- 2 – 4 Provide details to support topic.

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (fiction and nonfiction). *Research

Benchmarks - By the end of Grade 3, students will:

- 3 – 1 Read and understand the difference between fiction and nonfiction.
- 3 – 2 Read a variety of materials for information and pleasure.
- 3 – 3 Use basic comprehension skills when reading.
- 3 – 4 Demonstrate comprehension by responding in a variety of ways and supporting with evidence from the text.
- 3 – 5 Produce written and oral responses to literature.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 3, students will:

- 4 – 1 Use phonics and structural analysis to decode unfamiliar words.

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- 4 – 2 Use and expand vocabulary through reading.
- 4 – 3 Use a dictionary and thesaurus to determine meanings of words.
- 4 – 4 Use text organizers to determine main ideas of a text and to locate information.

Strand 3 – Writing

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 3, students will:

- 5 – 1 Write daily to communicate ideas, respond to text, and refine knowledge (journals, comprehension questions).
- 5 – 2 Write in a variety of genres (poetry, fiction, nonfiction).
- 5 – 3 Use the writing process.
- 5 – 4 Write for a variety of purposes (persuade, entertain, inform).
- 5 – 5 Write using appropriate forms (advertisements, friendly letters, research, book reports, descriptive writing).
- 5 – 6 Use expanded vocabulary in writing.
- 5 – 7 Use _____ elements of Six-Traits Writings.

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 3, students will:

- 6 – 1 Demonstrate increasing command of conventions, grammar, spelling, punctuation, and usage when writing.
- 6 – 2 Demonstrate focus, coherence and organization in their writing.
- 6 – 3 Demonstrate understanding of the structure of written language.
- 6 – 4 Use a combination of simple and complex sentences.
- 6 – 5 Edit for capitalization, punctuation, spelling, grammar (e.g. subject-verb agreement).

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 3, students will:

- 7 – 1 Understand the main idea or message in and summarize visual media.
- 7 – 2 Gather and use information for research purposes.
- 7 – 3 Create and publish a writing piece.

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- 7 – 4 Use the understanding of visual media to distinguish between fact and fiction (videos, television, etc.).

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Grade 4

Course Description:

Theme:

Essential Question:

- How do language and literature affect communication in today's world?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 4, students will:

- 1 – 1 Use listening strategies to gather and follow oral directions.
- 1 – 2 Identify the speaker’s purpose.
- 1 – 3 Identify key ideas and supporting details.
- 1 – 4 Distinguish fact from opinion.
- 1 – 5 Identify important questions that emerge from the presentation.
- 1 – 6 Summarize the speaker’s key points.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 4, students will:

- 2 – 1 Establish a clear purpose.
- 2 – 2 Provide details to support opinion.
- 2 – 3 Present thoughts and events in a logical sequence.
- 2 – 4 Use appropriate language for audience and topic.
- 2 – 5 Respond appropriately to audience reactions and questions.

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (fiction and nonfiction). *Research

Benchmarks - By the end of Grade 4, students will:

- 3 – 1 Read and understand the difference between fiction and nonfiction.
- 3 – 2 Demonstrate the understanding of literary structures.
- 3 – 3 Use reading skills and strategies to understand and interpret a variety of informational texts.
- 3 – 4 Make judgments about characters, events, setting etc. and support them with evidence from the text.
- 3 – 5 Make logical predictions about text.
- 3 – 6 Distinguish cause from effect.
- 3 – 7 Distinguish among forms of literature such as poetry, prose, fiction and non-fiction.
- 3 – 8 Identify themes as lessons in folktales, fables, and Greek myths.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 4, students will:

- 4 – 1 Use structural analysis to decode unfamiliar words.
- 4 – 2 Use and expand vocabulary through reading.
- 4 – 3 Demonstrate the use of reference texts (dictionaries, etc.)

Strand 3 – Writing

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 4, students will:

- 5 – 1 Write for a variety of purposes and audiences.
- 5 – 2 Demonstrate the ability to produce focused coherent and well-organized work.
- 5 – 3 Demonstrate various forms of writing.
- 5 – 4 Demonstrate the elements of Six-Traits writing
- 5 – 5

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 4, students will:

- 6 – 1 Demonstrate increasing command of conventions, grammar, spelling, punctuation, and usage when writing.
- 6 – 2 Demonstrate understanding of the structure of written language.
- 6 – 3 Demonstrate the use of the writing process.
- 6 – 4
- 6 – 5

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 4, students will:

- 7 – 1 Gather and use information for research purposes
- 7 – 2 Watch videos critically
- 7 – 3 Present information without plagiarizing
- 7 – 4 Examine and explain advertising

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 5

Course Description:

Essential Question: How do language and literature affect communication in today's world?

Essential Questions:

Stands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 5 students will:

- 1 – 1 Use listening strategies to gather and follow oral directions.
- 1 – 2 Identify the speaker’s purpose.
- 1 – 3 Identify the key ideas and supporting details.
- 1 – 4 Distinguish fact from opinion, interpretation, assumption, or belief.
- 1 – 5 Formulate important questions that emerge from the presentation.
- 1 – 6 Summarize and paraphrase the speaker’s key points.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 5 students will:

- 2 – 1 Establish a clear purpose.
- 2 – 2 Provide relevant details to support opinion.
- 2 – 3 Present thoughts and events in a logical sequence.
- 2 – 4 Use appropriate language and visual support for audience and purpose.
- 2 – 5 Respond appropriately to audience reaction and questions.
- 2 – 6 Adapt language to persuade, explain, or seek information.
- 2 – 7 Conduct interviews for research projects and writing.
- 2 – 8 Use teacher-developed criteria to prepare presentation.

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (fiction and nonfiction). *Research

Benchmarks - By the end of Grade 5 students will:

- 3 – 1 Read a variety of materials for information and pleasure.
- 3 – 2 Demonstrate the understanding of literary structures by enjoyment and reproduction of similar formats.
- 3 – 3 Use reading skills and strategies to understand and interpret a variety of informational texts.
- 3 – 4 Produce written and oral responses to literature.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 5 students will:

- 4 – 1 Use structural analysis to decode unfamiliar words.
- 4 – 2 Use and expand vocabulary through reading.
- 4 – 3 Demonstrate the use of reference texts.
- 4 – 4 Infer main ideas and make predictions based on titles, chapters, and illustrations.
- 4 – 5 Use prior knowledge to improve understanding.

Strand 3 – Writing

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 5 students will:

- 5 – 1 Demonstrate the use of pre writing strategies to plan written work.
- 5 – 2 Demonstrate the ability to produce focused, coherent, and well organized work.
- 5 – 3 Write for a variety of audiences and purposes (in a variety of genres).
- 5 – 4 Clearly present the topic and purpose of writing.
- 5 – 5 Use the 6 Traits of writing as a tool for improved writing (narrative, expository, persuasive, biography).

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 5 students will:

- 6 – 1 Demonstrate increasing command of conventions, grammar, spelling, punctuation, and usage when writing.
- 6 – 2 Edit for correct spelling and grammar e.g. tense and parts of speech.
- 6 – 3 Understand and employ in their writing, different sentence types: simple, compound, complex

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 5 students will:

- 7 – 1 Incorporate visuals and technology to communicate and enhance presentations.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 7 – 2 Select relevant information about a topic from various sources (reference texts, newspapers, web sites).
- 7– 3 Organize retrieved information using strategies such as note taking and graphic organizers.
- 7 – 4 Present information without plagiarizing.
- 7 – 5 Watch films critically.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 7

Course Description:

Language Arts provides students opportunities to experience the expressive and communicative power of language, and to appreciate language as both a source of pleasure and a medium for communicating and recording important information.

Theme:

Seventh grade integrated language arts and social studies students will approach from an international perspective, with a focus on investigating universal issues and better understanding themselves and others.

Essential Questions:

- What are the cultural dimensions of English? What can you learn about societies from their writing?
- What are some common human experiences that frequently appear in literature?
- How does literature help us better understand ourselves and others?
- Why is it important to consider audience and purpose when writing?
- How can we best utilize changing technology?

Strands:

1. Listening and Speaking
2. Reading
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4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening

Standard 1 - Students will demonstrate competence in speaking and listening for a variety of purposes.

Benchmarks - By the end of Grade 7, students will:

- 1 – 1 Follow oral directions in the correct sequence.
- 1 – 2 Ask clarifying questions when directions are not understood.
- 1 – 3 Identify purpose for listening.
- 1 – 4 Exhibit respectful listening skills (body language, avoid interruptions).
- 1 – 5 Paraphrase what has been heard.
- 1 – 6 Formulate and ask questions related to material.
- 1 – 7 Evaluate speaker’s presentation style by such criteria as organization, voice quality, enunciation and delivery.
- 1 – 8 Follow oral directions.
- 1 – 9 Identify content-specific vocabulary and terminology.
- 1 – 10 Identifies appropriate time to take notes and has materials ready.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 7, students will:

- 2 – 1 Initiate communication with peers, teachers and others; asking and responding to questions.
- 2 – 2 Respond respectfully.
- 2 – 3 Speak in grammatically correct sentences.
- 2 – 4 State personal point of views and support reasons.
- 2 – 5 Speak clearly, adapting and using a format and language for the audience and identified purpose.
- 2 – 6 Stay on topic, presenting examples and references to support ideas
- 2 – 7 Take turns speaking in a group.
- 2 – 8 Engage audience with eye contact, rate, volume, gestures and visual aids to convey meaning.
- 2 – 9 Demonstrate a sense of audience in preparing and delivering oral presentations.
- 2 – 10 Respond spontaneously to a given prompt (impromptu).
- 2 – 11 Argue a position on a given topic (debate).
- 2 – 12 Speak from note card or memory.
- 2 – 13 Eliminates verbal distractions (e.g. uhhuh, uhm, and, you know).

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres). *Research

Benchmarks - By the end of Grade 7, students will:

- 3 – 1 Identify purpose for reading.
- 3 – 2 Read grade level material silently and aloud with fluency, accuracy and expression.
- 3 – 3 Use book features to aid purpose of reading (table of contents, index, chapter headings, etc.).
- 3 – 4 Recognize key words in context.
- 3 – 5 Identify transitional words (furthermore, in comparison, etc.) that provide clues to organizational formats.
- 3 – 6 Adjust reading speed according to purpose, and reread for comprehension.
- 3 – 7 Adjust reading rate according to purpose for reading.
- 3 – 8 Demonstrate comprehension of grade level reading selections.
- 3 – 9 Engage in independent silent reading for a specified period of time.
- 3 – 10 Monitor comprehension of own reading by applying strategies such as phonics/sight words (graphophonic), context (semantics), grammar (syntax), predicting, questioning, and rereading to determine meaning.
- 3 – 11 Seek opportunities for improvement of reading comprehension by choosing more challenging writers, topics, and texts.
- 3 – 12 Use computer software to support reading.
- 3 – 13 Maintain a reading list to reflect goals and accomplishments (may be done in collaboration with staff and home).
- 3- 14 Identify common human experiences portrayed in literature set in different cultures.
- 3- 15 Understand that text may elicit a wide variety of valid responses.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 7, students will:

- 4 – 1 Identify literary devices.
- 4 – 2 Select and read literature based on personal need and interest.
- 4 – 3 Identify literary devices such as rhyme, rhythm, simile, and personification to interpret text and write poetry.
- 4 – 4 Use knowledge keys of words, story structure, story elements (character, setting, plot, theme), and cultural/historical influences to interpret stories, presentations, etc.
- 4 – 5 Determine how an author's message or intent is conveyed through literary devices such as symbolism, metaphor & simile, alliteration, flashback, foreshadowing, etc.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 4 – 6 Analyze how authors treat similar themes and them in different genres.
- 4 – 7 Identify multiple interpretations to one text or event.
- 4 – 8 Write a short story, poem and essay.
- 4 – 9 Present original works of writing (stories, poem, play, etc.).
- 4 -10 Evaluate and express an opinion from information, ideas, opinions of others, and themes found in texts, events or performances by identifying:
 - statements of fact, opinion, exaggeration
 - central idea and supporting details
 - precise/vague language
 - background of author
 - persuasive/bias/propaganda
 - allusion and inference
 - conflicting information
- 4 -11 Analyze different perspectives (personal, peer, community, social, historical, cultural, political) on an issue or event presented in more than one source.
- 4 -12 Develops criteria to interpret and evaluate texts.

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 7, students will:

- 5 – 1 Write for a variety of purposes and audiences.
- 5 – 2 Use the writing process: prewriting, drafting, revising, editing, finalizing.
- 5 – 3 Use graphic organizers: web, concept maps, note taking, etc. to record and organize information.
- 5 – 4 Communicate ideas with focus, supported by detail and description.
- 5 – 5 Sequence ideas in several paragraphs.
- 5 – 6 Use varied vocabulary and sentence patterns.
- 5 – 7 Use a developing voice/ “personality”.
- 5 – 8 Spell accurately in context of daily writing.
- 5 – 9 Use conventional capitalization and punctuation.
- 5 – 10 Produce legible work in daily writing using handwriting and/or word processing.
- 5 – 11 Produce various types of writing (personal, academic, business, vocational).
- 5 – 12 Write an expository piece which is coherent and complete, containing sufficient detail to fulfill purpose, language appropriate for intended audiences and organization featuring clear coordination and subordination of ideas.
- 5 – 13 Write creative fiction.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 5 – 14 Use appropriate resources and reference materials to support writing skills and development: computer software, dictionary, encyclopedia, thesaurus, almanac, Reader’s Guide, peers, etc.
- 5 – 15 Cites sources of information using correct form (MLA, APA, etc.) in text documentation.
- 5 – 16 Use conventional formatting for research papers, including bibliographies.

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 7, students will:

- 6 – 1 Demonstrate and apply correct grammar skills.
- 6 – 2 Use pronouns, adverbs, conjunctions and prepositions to enhance writing.
- 6 – 3 Recognize and writes complete compound sentence.
- 6 – 4 Use effective strategies for spelling unfamiliar words.
- 6 – 5 Combine sentences using coordination and subordination.
- 6 – 6 Recognize and use verbs and verbal phrases (participles, infinitives).
- 6 – 7 Identify parts of speech in sentences.
- 6 – 8 Maintain consistent verb tense in writing (past, present, and future).
- 6 – 9 Combine sentences through the use of: Prepositional phrases, participial phrases, infinitive phrases appositives.
- 6 – 10 Edit for common usage errors (e.g. accept, except/ between, among/ lie/lay).
- 6 – 11 Begin to correct misplaced or dangling modifiers.
- 6 – 12 Use commas to divide independent clauses joined by a conjunction. 6 – 6
- 6 – 13 Use commas after introductory words or phrases with appositives.
- 6 – 14 Use a semicolon between coordinate clauses.
- 6 – 15 Form plural possessives correctly.
- 6 – 16 Correct run-on sentences and comma splices.
- 6 – 17 Avoid sentence fragments.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 7, students will:

- 6 – 1 Use information indices.
- 6 – 2 Dewey Decimal System.
- 6 – 3 Card Catalog.
- 6 – 4 Internet search directories and search engines.
- 6 – 5 Information databases (e.g. Infotrac, SIRS).
- 6 – 6 Understand and use all parts of a book (e.g. appendices, indices, footnotes glossaries, bibliographies, works cited).
- 6 – 7 Organize retrieved information using strategies such as note-taking, graphic organizers, study techniques, SQ3R (survey, question, read, review, report), and outlining.
- 6 – 8 Use the media center as a source of information and pleasure.
- 6 – 9 Use a research process: selecting a topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.
- 6 – 10 Use various computer programs, including word processing programs, Power Point, and Inspiration.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 8

Course Description:

Language arts provides students opportunities to experience the expressive and communicative power of language, and to appreciate language as both a source of pleasure and a medium for communicating and recording important information.

Theme:

Eight grade integrated language arts and social studies students will approach “Changes and Challenges” from an international perspective, with a focus on investigating universal issues and better understanding themselves and others.

Essential Questions:

- What are the cultural dimensions of English? What can you learn about societies from their writing?
- What are some common human experiences that frequently appear in literature?
- How does literature help us better understand ourselves and others?
- Why is it important to consider audience and purpose when writing?
- How can we best utilize changing technology?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 8, students will:

- 1 – 1 Engage in effective discussions.
- 1 – 2 Speak with appropriate loudness, clarity, speed, and phrasing.
- 1 – 3 Ask and answer concise, clear questions, using full sentences.
- 1 – 4 Respect the turn-taking rights of others during discussions.
- 1 – 5 Indicate that they are good listeners by responding appropriately to the comments of their peers.
- 1 – 6 Identify the speaker's purpose.
- 1 – 7 Summarize and paraphrase the previous speaker's key points.
- 1 – 8 Follow oral directions and ask questions for clarification.
- 1 – 9 Listen and respond to various forms of literature, such as prose, poetry, and drama.
- 1 – 10 Demonstrate an awareness of and an appreciation for the richness and diversity of language.
- 1 – 11 Determine the denotative and connotative meanings of words in an oral context.
- 1 – 12 Record, summarize, organize, interpret, compare, and contrast information presented orally.
- 1 – 13 Critically respond to various media.
- 1 – 14 Interpret literal, inferential, and critical questions.
- 1 – 15 Listen to and follow instructions.

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 8, students will:

- 2 – 1 Establish a clear purpose.
- 2 – 2 Make their points logically and concisely.
- 2 – 3 Present events or thoughts in a logical sequence.
- 2 – 4 Use appropriate language, maintain eye contact, proper posture, appropriate voice projection, and use visual supports.
- 2 – 5 Respond appropriately to audience reactions and questions; provide explanations and answer questions.
- 2 – 6 Expand speaking vocabulary.
- 2 – 7 Communicate effectively through oral expression.
- 2 – 8 Adjust manner and style of speaking to suit audience and situation.
- 2 – 9 Demonstrate a sense of audience in preparing and delivering oral presentations.
- 2 – 10 Make presentations from prepared materials.
- 2 – 11 Participate in dramatic activities, such as puppetry, pantomime, plays, choral speaking, and storytelling.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 2 – 12 Use non-verbal cues effectively.
- 2 – 13 Use standards of English in appropriate settings.
- 2 – 14 Take part in structured discussions and debates.
- 2 – 15 Formally present research, findings, etc.
- 2 – 16 Understand the elements of persuasive language, and present a persuasive speech based on their opinions on an issue.

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres). *Research

Benchmarks - By the end of Grade 8, students will:

- 3 – 1 Read a variety of materials for information and pleasure, including novels, short stories, poetry, and media resources.
- 3 – 2 Identify the author’s purpose (to inform, persuade, inspire, entertain).
- 3 – 3 Make evaluative analyses of their readings; define and use criteria for judgement.
- 3 – 4 Interpret literal and non-literal meanings of words and phrases.
- 3 – 5 Adjust reading speed according to purpose, and reread for comprehension.
- 3 – 6 Interpret written instruction.
- 3 – 7 Analyze explicit and implicit main ideas, details, sequence of events, and cause-effect relationships.
- 3 – 8 Make comparisons, predictions, generalizations, and draw conclusions.
- 3 – 9 Analyze relevance of data.
- 3 – 10 Analyze fact and opinion, persuasion techniques, bias, and stereotyping.
- 3 – 11 Apply reading strategies to specific content material and subject matter.
- 3 – 12 Analyze differences between fiction and non-fiction.
- 3 – 13 Make critical distinctions between materials that are clear or unclear, complete or incomplete, accurate or inaccurate, logical or illogical.
- 3 – 14 Infer traits, feelings, motives, and perspectives of characters, based on what they do and say, and the author’s commentary.
- 3 – 15 Make evaluative judgments about the actions of characters.
- 3 – 16 Explain how characters or ideas are developed over the course of a reading.
- 3 – 17 Infer causal relationships in a plot.
- 3 – 18 Interpret figurative language.
- 3 – 19 Critique a passage.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Benchmarks - By the end of Grade 8, students will:

- 4 – 1 Know, understand, and use the proper terms associated with literary conventions and techniques, including simile, analogy, metaphor, alliteration, personification, hyperbole, paradox, puns, flashback, foreshadowing, imagery, symbolism, and satire.
- 4 – 2 Identify uses of particular literary conventions and techniques in specific readings.
- 4 – 3 Distinguish between main plot and subplots.
- 4 – 4 Use prior knowledge and experience to increase their understanding.
- 4 – 5 Use the features of a book, such as the cover or illustrations, to help construct understanding.
- 4 – 6 Construct graphic organizers.
- 4 – 7 Explain the social and historical context of a passage.
- 4 – 8 Compare their own experiences to those of characters.
- 4 – 9 Compare the ideas, characters, events, and contexts in their readings to actual or current ideas, people, and events.
- 4 – 10 Use structural/context clues to determine the meanings of words.
- 4 – 11 Use a dictionary to find meanings of unfamiliar words, and record their findings.
- 4 – 12 Use a thesaurus to vary and expand on their own use of language.
- 4 – 13 Identify synonyms, antonyms, and homonyms for familiar and unfamiliar words.
- 4 – 14 Use prefixes, suffixes, and root words to determine meaning.

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 8, students will:

- 5 – 1 Write fully developed paragraphs and multi-page papers, organized in a logical order and including a unifying idea and supporting details.
- 5 – 2 Use transitional phrases effectively.
- 5 – 3 Write the types of sentences according to purpose: declarative, interrogative, imperative, exclamatory.
- 5 – 4 Recognize the function of the eight parts of speech in sentences.
- 5 – 5 Analyze the parts of a sentence in simple, compound, complex, compound-complex sentences.
- 5 – 6 Understand the writing process and employ it effectively, including using the five-step process of prewriting, drafting, revising, editing, and publishing.
- 5 – 7 Engage in peer editing and discuss on another's work.
- 5 – 8 Clearly present the purpose and topic of their writing.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 5 – 9 Write purposeful fiction, poetry, and other “creative” works.
- 5 – 10 Produce paragraphs and compositions for a variety of purposes (expository, narrative, descriptive, persuasive)
- 5 – 11 Produce various types of writing (personal, academic, business, vocational).
- 5 – 12 Use descriptive words and phrases.
- 5 – 13 Use dialogue in writing.
- 5 – 14 Use conventional formats for written products, including appropriate margins, spacing, and indentation.
- 5 – 15 Use conventional formatting for friendly and business letters, including envelopes.
- 5 – 16 Use conventional formatting for research papers, including bibliographies.

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 8, students will:

- 6 – 1 Form singular, plural, and possessive nouns.
- 6 – 2 Use principal parts of regular and irregular verbs to form the indicative mood, active and passive, progressive forma, and emphatic form.
- 6 – 3 Use types of pronouns, such as personal, interrogative, demonstrative, indefinite, and relative.
- 6 – 4 Write different types of sentences, avoiding run-ons and fragments.
- 6 – 5 Combine sentences using coordination and subordination.
- 6 – 6 Recognize and use verbs and verbal phrases (participles, infinitives)
- 6 – 7 Apply standards of English in subject-verb agreement, cases of personal pronouns, pronoun-verb agreement, pronoun-antecedent agreement, principal parts of verbs, and comparisons of adjectives and adverbs.
- 6 – 8 Apply standard rules of capitalization and punctuation.

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 7, students will:

- 7 – 1 Locate and use information in card catalog, periodicals, and multi-media electronic technologies.
- 7 – 2 Use interviewing to gather information.
- 7 – 3 Select relevant information about a topic from various sources.
- 7 – 4 Present information without plagiarizing.
- 7 – 5 Select main ideas and supporting details from multiple sources and create an outline.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 7 – 6 Document sources within a bibliography (MLA format).
- 7 – 7 Organize retrieved information using strategies such as note-taking, graphic organizers, study techniques, SQ3R (survey, question, read, review, report), and outlining.
- 7 – 8 Use the media center as a source of information and pleasure.
- 7 – 9 Use a research process: selecting a topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting.
- 7 – 10 Use various computer programs, including word processing programs, PowerPoint, and Inspiration.
- 7 – 11 Effectively analyze the validity of electronic sources.
- 7 – 12 Watch films critically, and recognize the director's use of certain techniques, such as use of music, symbolism, and camera angles.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Grade 9

Course Description:

The Ninth Grade Language Arts program synthesizes the elements of literature and writing learned in Middle School and offers an introduction to the elements of literature needed to begin a successful High School/College Preparatory English program that prepares students for the communication challenges they will meet in life. Comprehension skills are developed by reading texts that are not in modern English, such as Shakespeare's *Romeo and Juliet* and Homer's *Odyssey*. Students concentrate on more detailed analysis of theme and character along with more advanced techniques in structuring essays through effective transitions. Students demonstrate an understanding for using literature as a means of communication by writing fiction and nonfiction, including scripts, short stories, and essays.

Theme:

How do language and literature affect communication in today's world?

Essential Questions:

- How can we structure our writing – fiction and nonfiction—to allow us to communicate effectively?
- How can we use literature as a means of communication?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Benchmarks - By the end of Grade 9, students will:

- 1 – 1 Demonstrate the ability to listen to multi-task instructions
- 1 – 2 Respond to other students' points of view
- 1 – 3 Respond appropriately to stage directions
- 1 – 4 Analyze information presented in oral presentations

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 9, students will:

- 2 – 1 Use appropriate literary voice in oral presentations
- 2 – 2 Deliver effective presentations in various forms, such as drama
- 2 – 3 Identify the structure of a speech and mechanisms to create an effective speech
- 2 – 4 Present a persuasive speech
- 2 – 5 Develop an awareness of how word choices and punctuation affect rhythm in various presentation forms
- 2 – 6 Recognize a speaker's purpose and identify verbal and nonverbal components of communication, including body language, facial expressions, and gestures.
- 2 – 7 Understand how propaganda is used in political situations

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres). *Research

Benchmarks - By the end of Grade 8, students will:

- 3 – 1 Make connections between what they read, their own experiences, and the experiences of others.
- 3 – 2 Use the features of a book, such as the biographical information about an author, to help construct an understanding of the time period and themes
- 3 – 3 Explain the social, cultural, and historical context of a passage
- 3 – 4 Compare the ideas, characters, events, and contexts in their readings to actual or current ideas, people, and events.

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 8, students will:

- 4 – 1 Read aloud with expression and fluency appropriate for the age level
- 4 – 2 Paraphrase and summarize traditional and nontraditional literature including material that is not in standard, modern English.

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 4 – 3 Identify the author’s purpose: to inform, persuade, inspire, entertain
- 4 – 4 Identify an author’s point of view, bias and/or prejudice as influenced by culture, history, and personal background
- 4 – 5 Draw logical conclusions supported by evidence from the content
- 4 – 6 Distinguish fact from opinion, assumption, interpretation or belief
- 4 – 7 Form probing questions about the author’s ability to communicate effectively with the reader
- 4 – 8 Infer traits, feelings, motives, and perspectives of characters using the five methods of characterization
- 4 – 9 Read, understand, and analyze allegory.
- 4 – 10 Analyze literature for style and structure as well as content
- 4 – 11 Identify the elements of literature: plot, characters, point of view, conflict, and theme
- 4 – 12 Recognize elements of poetry such as figures of speech, personification, assonation, and alliteration and understand how they apply to other forms of writing.
- 4 – 13 Apply techniques used in determining theme in literature to material gathered for a research paper.
- 4 – 14 Articulate how themes can be turned into thesis statements in material gathered for a research paper.
- 4 – 15 Identify support for a thesis statement in material gathered for a research paper
- 4 – 16 Demonstrate a general knowledge for structuring a research paper

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 11, students will:

- 5 – 1 Use proper terms associated with the elements of fiction including character, theme, conflict, setting, and tone
- 5 – 2 Identify at least two themes in assigned literature and turn them into a thesis statement
- 5 – 3 Recognize, understand, and use a variety of different beginnings for their essays: Quote, funnel, thesis statement, anecdote and attention grabber
- 5 – 4 Use effective transitions to link support for a thesis statement
- 5 – 5 Use at least three points to support an essay
- 5 – 6 Support assertions with literary evidence
- 5 – 7 Use an effective conclusion when writing essays

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 5 – 8 Apply elements of literature (theme, conflict, character, etc) to fiction writing, such as a short story and a play
- 5 – 9 Identify and use assigned and personal vocabulary words in essays to improve diction

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 8, students will:

- 6 – 1 Punctuate sentences properly using commas, colons, semicolons, apostrophes, quotation marks, periods, and question marks.
- 6 – 2 Use capitalization rules correctly in sentences.
- 6 – 3 Punctuate sentences with multiple prepositional phrases and dependent clauses
- 6 – 4 Apply grammar rules for effective, rhythmic sentences
- 6 – 5 Demonstrate an understanding of basic syntax
- 6 – 6 Understand and use subject/verb and pronoun/antecedent agreement
- 6 – 7 Define and use subjunctive mood
- 6 – 8 Change passive voice to active voice when writing
- 6 – 9 Distinguish between gerunds and participles
- 6 – 10 Use the rubric provided for pre-writing, and editing
- 6 – 11 Cite information in a text by using MLA style rules
- 6 – 12 Write a simple biography using books, short stories, and Internet sources

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 7, students will:

- 7 – 1 Use the Internet to source information that will help them to determine a theme for an essay
- 7 – 2 Find information to interpret a theme chosen for an essay
- 7 – 3 Demonstrate visual literary skills by writing a critique of a movie
- 7 – 4 Demonstrate an awareness of the structure of a film by explaining how a film is structured.
- 7 – 5 Students understand how an advertisement conveys information and tone by creating an ad for a play

Grade 11

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Course Description:

Theme:

How do language and literature affect communication in today's world?

Essential Questions:

- Why is it important to understand the relationship between language and visual imagery?
- How does language use visual imagery to communicate a vision of the world?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

Strand 1 – Listening

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 9, students will:

- 1 – 1 Complete assignments with multi-step instructions
- 1 – 2 Respond to pertinent questions to presentations
- 1 – 3 Participate in class discussions by responding appropriately to other classmate's contributions
- 1 – 4 Discuss elements of literature such as theme and tone after listening to various forms of recorded information

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 9, students will:

- 2 – 1 Deliver oral presentations that can be clearly followed by using visual and written methods of organizing information demonstrated in class
- 2 – 2 State personal opinions clearly and concisely and back up their views with literary examples in presentations
- 2 – 3 Students create a logical format in presentations that contain visual material and language

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres). *Research

Benchmarks - By the end of Grade 8, students will:

- 3 – 1 Read a variety of literature including magazine and newspaper articles and nonfiction books
- 3 – 2 Read fiction by authors who started their careers as journalists
- 3 – 3 Read fiction that made an impact in the media
- 3 – 4 Read academic essays

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 8, students will:

- 4 – 1 Distinguish how authors use journalistic techniques in fiction writing and elements of fiction to develop journalism

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

Benchmarks - By the end of Grade 12, students will:

- 5 – 1 Demonstrate the ability to understand character by using the five methods of characterization to write a character analysis of a major character in journalism and fiction writing
- 5 – 2 Demonstrate an ability to understand the significance of point of view and the causes for different points of view by writing a persuasive essay that examines two opposing viewpoints
- 5 – 3 Identify more than one tone in a passage and write an essay analyzing those tones
- 5 – 4 Understand the craft of a writer and a journalist and can write an essay analyzing that craft by using the author's observations about his writing, critics' observations, and their own observations. The essay must examine syntax, grammar, structure, and poetic devices such as figures of speech.
- 5 – 5 Can critique different types of writing (journalism and fiction) by writing essays that compare literary styles
- 5 – 6 Distinguish between subjective and objective writing by examining various types of newspaper articles, features, news stories, and editorials as well as book-length examples of journalism in an essay that clearly articulates the difference between the two types of writing.
- 5 – 7 Students demonstrate an ability to understand the relationship of language to the media by examining a variety of sources that explain the epistemological significance of pronouns: subjective, objective, and reflexive pronouns in Jamaican and Trinidad creole, Rastafarian and formal English. Students will apply these concepts to music reviews that concentrate on the use of pronouns in Caribbean music and/or rap music in the US.

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 8, students will:

- 6 – 1 Understand how to use grammar and mechanical conventions to create a sense of style and rhythm in writing

Strand 4 – Media and Technology

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 7, students will:

- 7 – 1 Write an analysis of a film from a film editor's point of view
- 7 – 2 Create effective power point presentations and poster presentations that use techniques of layout and design learned in class
- 7 – 3 Identify ethical issues in movies about broadcast news and print journalism and analyze newspaper articles for ethical issues. This analysis is presented in a multi-source essay.

Grade 12

Course Description:

This course explores the relationship between literature and the media. Students analyze the work of key writers, such as Ernest Hemingway and Gabriel Garcia

ISPS Language Arts Pre-K-12 Standards and Benchmarks

Marquez, to determine how their backgrounds in journalism influenced their writing and consequently the development of literature over the past 50 years. Students compare both the journalism and fiction writing of these authors. Students use the skills that they apply in analyzing themes and thesis statements in literature and apply those skills to analyze magazine and newspaper leads, academic research papers, and other examples of journalism, such as nonfiction books, so that they have a better understanding of how the media uses literary elements. Objective vs. Subjective writing is a key focus of this course and students will determine the difference by critiquing all aspects of the media including news and feature writing, editorials, and commentaries. Students are also introduced to the theory of film editing and apply their knowledge about editing to movie reviews. Students use various media presentations for projects that emphasize research skills.

Theme:

How do language and literature affect communication in today's world?

Essential Questions:

- How do journalists and writers use subjective vs. objective writing to convey information and persuade an audience?
- How has journalism affected literature and how is literature affected by journalism?
- Why are journalistic ethics important to me and the society that I live in?
- Why is it important that I understand how the media influences me?

Strands:

1. Listening and Speaking
2. Reading
3. Writing
4. Media and Technology

Strand 1 – Listening

Standard 1 - Students will listen and respond to oral communication.

Benchmarks - By the end of Grade 9, students will:

- 1 – 1 Demonstrate positive listening behaviors and attitudes

ISPS Language Arts Pre-K-12 Standards and Benchmarks

- 1 – 2 Demonstrate an ability to listen to multi-task instructions
- 1 – 3 Demonstrate respect and consideration for others' opinions

Standard 2 - Students will deliver coherent, well-focused, informal and formal oral presentations.

Benchmarks - By the end of Grade 9, students will:

- 2 – 1 Present multi-media projects in a professional manner that includes effective presentations where information flows in an interesting and organized manner
- 2 – 2 Present their points in classroom discussions in a mature, scholarly manner that emphasizes literary support for their opinions

Strand 2 – Reading

Standard 3 - Students will comprehend, respond to and analyze a wide variety of literary texts (includes variety of genres). *Research

Benchmarks - By the end of Grade 8, students will:

- 3 – 1 Read a variety of literature including magazine and newspaper articles and nonfiction books
- 3 – 2 Read fiction by authors who started their careers as journalists
- 3 – 3 Read fiction that made an impact in the media
- 3 – 4 Read academic essays

Standard 4 - Students will read fluently using the skills and strategies of the reading process.

Benchmarks - By the end of Grade 8, students will:

- 4 – 1 Decode words in context
- 4 – 2 Use and expand vocabulary through reading
- 4 – 3 Use a dictionary and thesaurus to determine meanings of word

Strand 3 – Writing (Content, Organization, Style, Mechanics, Legibility)

Standard 5 - Students will write with clarity, logic, validity and effectiveness on a wide range of topics and for a variety of purposes and audiences.

- 5 – 1 Write to communicate ideas, respond to text, and refine knowledge.
- 5 – 2 Write in a variety of genres
- 5 – 3 Use the writing process
- 5 – 4 Write for a variety of purposes
- 5 – 5 Use expanded vocabulary in writing

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- 5 – 6 Use literature that demonstrates the writer’s craft as a model for various forms of writing
- 5 – 7 Use a variety of literature that illustrates the relationship between writing and visual structures to create various structures for essays
- 5 – 8 Understand the five methods of characterization
- 5 – 9 Understand the structure of persuasive and informative essays
- 5 – 10 Understand the process of using visual structures to create beginnings and transitions
- 5 – 11 Demonstrate an understanding of the content of various forms of fiction and nonfiction literature and an understanding of how the content is structured by writing essays that discuss how form is used to present content
- 5 – 12 When writing essays, use visual structures analyzed in literature, such as comics and movies, to discuss the elements of literature such as theme, tone, and character
- 5 – 13 Create a visual structure to present and link abstract ideas in an essay

Standard 6 - Students use grammatical and mechanical conventions in written work.

Benchmarks - By the end of Grade 8, students will:

- 6 – 1 Write essays that comply with grammar rules and other means of convention, but also break convention to create an effect
- 6 – 2 Demonstrate focus, coherence and organization in their writing
- 6 – 3 Demonstrate understanding of the structure of written language.
- 6 – 4 Write essays in which the subject is always clearly identified by using active voice

Strand 4 – Media and Technology

Standard 7 - Students understand the characteristics and components of visual and print media.

Benchmarks - By the end of Grade 7, students will:

- 7 – 1 Understand the theory of how comics work
- 7 – 2 Identify structure in a film
- 7 – 3 Identify characterization in a film
- 7 – 4 Follow the basic elements of literature as they are presented in a film
- 7 – 5 Compare differences that result from using the medium of film to adapt a piece of literature
- 7 – 6 Demonstrate an understanding of the relationship between pictures and words for an effective presentation
- 7 – 7 Use technology to create power point presentations
- 7 – 8 Use Internet to resource information for support in essays

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7 – 9 Use music and lyrics to convey tone and mood in a presentation using pictures