

MELROSE PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS DOCUMENTS



INTRODUCTION

This document was created through the collaborative efforts of Melrose Public Schools staff and administrators during the 2002-2003 school year with reference to the Massachusetts English Language Arts Curriculum Framework of June 2001. Consideration was also given to developmentally appropriate classroom practice and curriculum documents which were currently in use.

The English Language Arts curriculum provides a strong foundation for the academic and personal success of all students. As a result of this curriculum, students' lives are enriched in the following ways:

They become better equipped to express themselves and communicate effectively in written and oral fashion.

They come to appreciate the beauty and power of the written word through Reading.

They are exposed to new worlds, new ideas, new information, and other cultures through the study of various literature and genres.

They become aware of their ability to utilize various types of media for a specific purpose and audience.

They come to recognize our common literary heritage as a society.

They become independent learners and seekers of knowledge.

Through careful assessment and tailored, spiraling instruction, we can guide students to achieve all of the above goals, thereby encouraging personal and societal success.

Pat Muxie, Director of Curriculum, Fall 2003

ENGLISH LANGUAGE ARTS BENCHMARKS
PRE-KINDERGARTEN

Language

- Follow agreed upon rules for discussion (ex. raising hand, waiting one's turn)
- Contribute knowledge to class discussions to develop and maintain topic of discussion
- Describe common objects and events in general and specific language
- Acquire and use new vocabulary during selected classroom activities
- Use language to express spatial and temporal relationships

Reading and Literature

- Recognize upper and lowercase letters
- Demonstrate understanding of the forms and functions of written English:
 - a. recognize that printed materials provide information/entertainment in classroom environmental settings
 - b. know how to handle a book and turn pages
 - c. identify the basic content features of a book (cover, title page, illustration, author)
 - d. recognize that, in English, print moves left to right across the page and from top to bottom
 - e. identify upper and lowercase letters
- Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- Understand that sound is a phoneme, or one distinct sound
- Participate in rhyming activities
- Know that there is a link between letters and sounds
- Make predictions using prior knowledge, pictures, and text in fiction and non-fiction
- Recall a story and retell fictional text
- Begin to retell important facts from non-fiction texts with teacher prompting
- Identify similarities in plot, setting, and characters
- Recognize factual vs. fictional literature and prose vs. poetry with teacher prompting
- Relate themes or story elements to their own personal experiences in works of fiction
- Identify plot, characters, and setting in a favorite or familiar story
- Respond to a regular beat and similarity of sounds in rhythm and rhyme in poetry
- Respond to wh- questions
- Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and enunciation appropriate to the selection

Composition

- Dictate sentences to an adult for the purpose of giving information
- Print uppercase letters
- Arrange events/ideas in order
- Generate questions about a topic
- Draw pictures and/or use letters or phonetically spelled words to tell a story or give others information

ENGLISH LANGUAGE ARTS BENCHMARKS **KINDERGARTEN**

Language

- Use agreed-upon rules for informal and formal discussions in small and large groups
- Make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information conveyed
- Pose questions, listen to the ideas of others, and contribute own information or ideas in group discussions or interviews in order to acquire new knowledge
- Identify and sort common words into classifications (e.g., colors, shapes)
- Describe common objects and events in general and specific language

Reading/Literature

- Understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech
- Sequence events of a story, and retell its main events
- Differentiate between fact and fiction
- Hear and identify rhyming words as well as initial, medial, and final sounds
- Identify uppercase and lowercase letters and their corresponding sounds
- Demonstrate understanding about important concepts of printed text (e.g., left to right progression, reading from top to bottom, understanding spacing between words)
- Demonstrate an understanding that words are made of syllables (e.g., clap syllables)
- Make predictions using prior knowledge, pictures and text. Ask questions about important characters and events, using fiction and non-fiction texts.
- Identify a regular beat with similarities of sounds in words, in responding to rhythm and rhyme in poetry
- Identify familiar forms of traditional literature (e.g., fairy tales, lullabies) read aloud.

Composition

- Demonstrate beginning writing skills using pictures and phonetically spelled words
- Write and spell his/her first and last name
- Dictate sentences for a story and put them in correct sequence
- Print upper and lower case letters
- Identify traditional forms of literature

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADE 1

Language

- Identify and apply the following end marks: periods, question marks, exclamation points
- Capitalize proper names, sentence beginnings and “I”
- Recognize contractions and compound words
- Demonstrate knowledge of word families
- Spell sight words correctly
- Make oral and dramatic presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed
- Create and use agreed-upon rules for discussion
- Contribute knowledge to a class discussion in order to develop a topic for a class project
- Use language to express spatial and temporal relationships (e.g., up, down, before, after)

Reading/Literature

- Identify, read, and print all letters of the alphabet (correct size and formation) in the correct order
- Distinguish between vowels and consonants
- Practice graphophonics, semantics and structure. (Does it look right? Does it sound right? Does it make sense?) Match oral words to printed words.
- Recognize story elements (e.g., plot, setting, characters)
- Identify a text as either fact or fiction
- Differentiate between prose and poetry
- Make predictions using prior knowledge and text features using fiction and non-fiction texts
- Relate themes in works of fiction and non-fiction to personal experiences
- Self-select appropriate books
- Identify sensory language in poetry
- Identify and predict recurring phrases in traditional literature (e.g., Once upon a time...)

Composition

- Retell and write or dictate stories that have a beginning, middle and end
- After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer and/or more expressive
- Write recounts, narratives, journal entries, and poems
- Support judgments about classroom activities or presentations

Media

- Create an audiotape of favorite stories or poems for sharing

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADE 2

Language

- Create and follow agreed-upon rules for discussion (e.g., raising one's hand, waiting one's turn, speaking one at a time)
- Pose questions and contribute knowledge to class discussion in order to develop a topic for a class project
- Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume as indicated on a rubric
- Maintain focus on a topic
- Identify and sort common words into conceptual categories (e.g., opposites, living things)
- Identify base words (look) and their inflectional forms (looks, looked, looking)
- Identify the relevant meaning for a word with multiple meanings using its context (e.g., saw/saw)
- Identify common antonyms and synonyms
- Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (e.g., lunchtime, daydream, everyday)
- Determine meanings of words by using a beginning dictionary
- Recognize that the names of things can also be the names of actions (e.g., fish, dream, run)
- Identify correct capitalization for names and places (e.g., Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (e.g., February 24, 2001)
- Identify and use appropriate end marks (e.g., exclamation marks, question marks). Use possessives, homonyms, plurals, and contractions correctly.
- Identify formal and informal language in stories, poems and plays

Reading/Literature

- Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled
- Recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing)
- Identify the author and title of a book, and use a table of contents correctly
- Generate the sounds from all letters and letter patterns, including consonant blends, long-and-short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words
- Use knowledge of vowel digraphs, vowel diphthongs, and r- controlled letter-sound associations (as in star) to read words
- Recognize common irregularly spelled words by sight (have, said, where)
- Accurately decode phonetically regular one-syllable and multi-syllable real words and nonsense words
- Read accurately many irregularly spelled words, special vowel spellings, and common word endings
- Apply knowledge of letter patterns to identify syllables
- Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs

Grade 2 ELA continued:

- Know and use more difficult word families (e.g., -ought) and known words to decode unknown words
- Read words with several syllables
- Read aloud with fluency and comprehension at grade level
- Make predictions about what will happen next in a story, and explain whether predictions were confirmed or not and why
- Retell a story's beginning, middle, and end
- Distinguish cause from effect
- Make predictions about the content of a text using prior knowledge and text features (e.g., headings, table of contents, key words) and explain whether or not they were confirmed and why (Use fiction and non-fiction texts.)
- Restate main ideas
- Identify similarities and differences in plot, setting, and characters among the works of an author or illustrator
- Identify differences among common forms of literature: poetry, prose, fiction, nonfiction , and dramatic literature
- Relate themes in works of fiction, nonfiction, fantasy, biographies, poetry, and autobiographies to personal experience
- Identify the elements of plot, character, and setting in a favorite story
- Identify and use knowledge of common textual features (e.g., title, headings, captions, key words, table of contents) using fiction and non-fiction texts
- Identify and use knowledge of common graphic features (e.g., illustration, type size) to gain meaning while reading
- Make predictions about the content of a text using prior knowledge and text and graphic features
- Explain whether predictions about the content of the text were confirmed and why
- Restate main ideas and important facts from a text heard or read
- Identify the sense implied in words appealing to the senses in literature and spoken language (including poetry)
- Retell or dramatize traditional literature and identify elements of dialogue in informal plays
- Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection

Composition

- Write stories that have a beginning, middle, and end
- Write or dictate short poems
- Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order
- Write or dictate research questions
- Use a variety of forms and genres when writing for different purposes
- After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive

Grade 2 ELA continued:

- Arrange ideas in a way that makes sense
- Generate questions and gather information from several sources in a classroom, school, or public library
- Identify techniques used in television (e.g., animation, close-ups, wide-angle shots, sound effects, music, graphics) and use knowledge of these techniques to distinguish between facts and misleading information

Media

- Create videotapes for display or transmission

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADE 3

Language

- Engage in small and large group discussions both as an active listener and as a contributing participant
- Identify formal and informal language in media
- Apply strategies and skills for vocabulary acquisition, including meaning of common prefixes and
 - words with multiple meanings
- Make oral presentations that demonstrate appropriate consideration of audience, purpose, and the
 - information to be conveyed
- Recognize subject-predicate relationship and the four basic parts of speech (noun, verb, adjective, adverb)

Reading/Literature

- Identify words appealing to the senses in literature and language
- Identify basic facts and the story elements of plot, character, setting and theme in both fiction and non-fiction and use them as the basis for interpretation
- Identify rhyme, rhythm and repetition in poetry
- Demonstrate knowledge of the characteristics of different genres (poetry, prose, fiction, non-fiction)
- Identify themes as lessons in folktales and fables
- Distinguish fact from opinion in non-fiction
- Identify adventures of a character in traditional literature
- Plan and perform readings of a selected text
- Use letter-sound knowledge to decode written English
- Read grade-appropriate imaginative/literary and informational/expository texts with comprehension

Composition

- Write an account based on personal experience that has a clear focus and sufficient supporting details
- Use appropriate language for different audiences (e.g., other students, parents) and purposes (e.g., letter to a friend, thank-you note, invitation)
- Write basic sentences and demonstrate basic elements of sentence structure. Eliminate fragments.
- Write legibly in cursive
- Write a topic sentence that states the main idea with three supporting sentences and a concluding sentence

Grade 3 ELA continued:

- Write an account based on personal experience that has focus and supporting detail (independent recount)
- Revise to improve level of detail within a paragraph and ensure that the paragraph stays on topic
- Avoid repetition of vocabulary using a dictionary or thesaurus
- Edit in personal compositions for capitalization, end of sentence punctuation (period, question mark, exclamation mark), and contractions
- Use a Venn diagram, webbing, or “hamburger” (paragraph organizer) to organize thoughts prior to writing
- Use knowledge of letter sounds, word parts, and syllabication to monitor and correct spelling
- Spell most commonly used homophones correctly (e.g., they’re, their, there)
- Formulate open-ended research questions and gather information (initiate research) for a class project

Media

- Compare stories in print with their filmed adaptations

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADE 4

Language

- Acquire new vocabulary through the study of: synonyms, antonyms, homonyms, Greek and Latin roots, figurative language, and playful uses of language (puns, palindromes) and use it correctly in reading and writing
- Analyze standard English grammar and use it correctly (subject/ verb agreement, verb tense, pronoun agreement, correct use of pronoun, use of adjectives and adverbs). Identify correct mechanics of punctuation and capitalization.
- Recognize dialect in American folk tales and formal/informal language in the media
- Make oral presentations that demonstrate appropriate consideration of audience, purpose and the information to be conveyed. Use teacher-developed assessment tool/rubric/guidelines to prepare presentation.
- Follow agreed-upon rules during self-run class discussions and carry out assigned roles (e.g., leader, scribe, etc.)
- Generate interview questions and contribute knowledge to discussions

Reading/Literature

- Identify and analyze the elements of plot, character, and setting in stories
- Identify basic facts, main ideas, and supporting details in fiction or non-fiction
- Make connections using literal and inferential comprehension skills in determining fictional and non-fictional elements of a story
- Recognize characteristics of the following genres: biography, fantasy, fairy tales, folktales, myths, historical fiction, mystery, nonfiction, and drama.
- Identify phenomena explained in Greek, Roman and Norse origin myths
- Recognize theme, structure and elements of poetry and Greek myths and provide evidence from the text to support understanding
- Distinguish cause from effect
- Respond to reading with a writing prompt. (The response will provide evidence from the text to support understanding of the selection.)
- Identify and use similes, sensory images, and foreshadowing in poems and stories
- Identify and use figurative language: simile, idioms, metaphor, onomatopoeia, personification, alliteration, and hyperbole
- Identify the speaker of a poem
- Apply knowledge of the purpose and structure (e.g., textual, graphic features and organizational structures) of non-fiction to gain meaning using newspapers, periodicals and books
- Identify similarities and differences between the characters or events in a literary work and the personal experiences of an author (e.g., Laura Ingalls Wilder)
- Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing and expression

Grade 4 ELA continued:

- Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed
- Plan and perform readings of selected texts for an audience, using clear diction and voice quality (volume, tempo, pitch, tone) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations

Composition

- Understand letter sound relationships and spelling patterns and apply this knowledge in daily written work
- Write a topic sentence that states main idea with five supporting details and a concluding sentence. (Write three paragraphs on topic.)
- Write a brief interpretation of a literary or informational text using evidence to support the interpretation
- Understand and apply knowledge of standard English conventions in writing to revise and edit. Use correct spelling, capitalization, and punctuation (including the use of commas and possessives) when writing.
- Communicate for different purposes and audiences (e.g., friendly or business letters, recounts of an event, procedures (directions), explanations, narratives and compare/contrast paragraphs)
- Research and summarize information from a variety of sources using note-taking and outlining skills to create an oral or written presentation
- Write short poems containing sensory details
- Write an independent recount following the format of the MCAS long composition
- Organize ideas for a brief response to a reading
- Explain personal standards for high quality written work and presentations
- Revise to make sure paragraphs stay on topic
- Revise to include additional details
- Use transition sentences to link paragraphs
- Revise to include interesting word-choice using dictionary or thesaurus
- Edit in personal composition for commas in a series, apostrophe, possessives, and indentation for a new paragraph
- Organize plot and events of a story to lead to a climax
- Construct a standard outline to guide writing
- Eliminate sentence fragments

Media

- Demonstrate ability to utilize different media such as television, radio, CD-Roms, and the Internet to support or present learning and for the purpose of contrasting text and media
- Create presentations using appropriate technology (e.g., word processing, Kid Pix, Kidspiration)

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADE 5

Language

- Use a dictionary and thesaurus to determine pronunciations, meanings, alternate word choices and parts of speech
- Identify eight parts of speech (nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, interjections) and use correctly
- Gather relevant information for a project through interviews
- Identify simple and compound sentences
- Determine the meaning of unfamiliar words using context clues
- Identify simple and compound sentences
- Gather relevant information for a research project or composition through interviews
- Explore and determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, prefixes
- Demonstrate through role-playing the appropriate use of formal and informal language
- Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, pace, visuals) and using language for dramatic effect
- Apply understanding of agreed-upon rules and individual roles in order to have effective discussions

Reading and Literature

- Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in plays read, viewed, written, and performed
- Recognize theme, whether implied or stated
- Infer meaning from text
- Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index) to gain meaning while reading
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to increase understanding while reading
- Identify and analyze setting, characterization, and plot
- Demonstrate ability to uncover meaning in poetry using alliteration, personification, simile, metaphor, onomatopoeia, rhyme scheme, hyperbole, and graphics (capital letters and line length)
- Identify and analyze sensory details and figurative language
- Identify and analyze main ideas, supporting ideas, and supporting details
- Compare traditional literature from different cultures
- Identify and analyze the characteristics of different genres (poetry, fiction, non-fiction, short story, drama)
- Identify imagery, figurative language, and rhythm when responding to literature

Grade 5 ELA continued:

Composition

- Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line lengths)
- Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion
- Write brief research reports with clear focus and supporting details
- Gather relevant information for research through interviews (primary and secondary sources).
- Gather data for research on note cards.
- Organize information to include a topic sentence that states the main idea with five supporting details and a concluding sentence. (Write five paragraphs on a topic.)
- Group related ideas and place them in logical order when writing summaries or reports
- Follow guidelines in a teacher created rubric when preparing writing and presentations
- Revise to include content-related vocabulary in writing using a dictionary and/or thesaurus
- Revise to make topic sentences and concluding sentences more creative and complex
- Edit for punctuation marks including quotation marks, commas, and apostrophes
- Edit for correct paragraph indentation
- Explore writing in different genres on a given topic

Media

- Use a search engine to find information about a topic and compare to printed reference books
- Create a media production (based on the availability and reliability of technology)

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADES 6 - 8

Language

Standard 1

Grade 6

- Refer to posted qualities/rules for listening and speaking
- Demonstrate eye contact, and clear articulation when meeting or greeting. Use appropriate formal or informal language.
- Demonstrate polite body language: nodding, questioning, and not interrupting
- Raise hand for questions or clarification, utilize ancillary materials as appropriate
- Share writing, conference with peers (I like...I wish statements)
- Make decisions during group discussions

Grade 7

- Demonstrate clarity in voice, eye contact, and effective body language
- Communicate content effectively

Grade 8

- Know and apply rules for formal and informal discussion
- Participate in class discussions
- Respect varying viewpoints
- Be attentive

Standard 2

Grade 6

- Interview incoming 5th graders or inexperienced 6th graders about concerns or strategies for making a successful transition to middle school
- Create a question for a visiting author relating to the writing process or a particular writing piece by that author

Grade 7

- Select important and relevant information
- Interpret information in own words
- Explain information to peers
- Understand and apply new information to novel settings

Grade 8

- Demonstrate interviewing skills
- Prepare appropriate questions
- Incorporate gathered information into reports
- Use primary sources correctly

Grades 6 - 8 ELA continued:

Standard 3

Grade 6

- Re-teach a lesson based on recent content or skill using appropriate voice, body language, and word choice to match audience
- Recite poetry demonstrating appropriate voice, pace, gestures, audience contact
- Communicate content using relevant vocabulary, eye contact, voice, pace, and props
- Use teacher-developed assessment criteria to prepare presentations

Grade 7

- Identify and compare needs and differences of two audiences
- Create and perform two different presentations based on the same subject matter
- Design class-generated rubric
- Self-evaluate performance based on rubric
- Recognize challenges and set goals

Grade 8

- Prepare and present a debate
- Adapt a speech for different audiences
- Apply understanding of task, tone and audience
- Create a piece of writing for purposes of presentation

Standard 4

Grade 6

- Explore and determine the meaning of unfamiliar words using knowledge of Greek and Latin roots, suffixes, and prefixes
- Select appropriate transitional words between steps of a procedure
- Select vivid and appropriate words /verbs (e.g., gingerbread construction, apply, assemble, etc.)
- Communicate with appropriate adjectives and prepositions
- Apply reference skills to revision steps in writing
- Replace commonly used words with more precise and rich word-choice in revisions
- Generate words relating to five senses
- Create word-walls relative to topic, content and audience

Grade 7

- Identify “taboo/dull” words and revise with thesaurus and dictionary. Apply new vocabulary to compositions.
- Determine the meaning of unfamiliar words using knowledge of context clues (e.g., contrast, cause and effect)

Grade 8

- Identify and use new words correctly
- Understand derivation of words (roots and related forms)

Grades 6 - 8 ELA continued:

- Create and write original work using new words
- Design illustrations, puzzles, and games which reflect understanding of vocabulary words

Standard 5

Grade 6

- Recognize, explain and apply the following parts of speech:
 - a. nouns – common, proper, abstract
 - b. adjectives – common, proper
 - c. predicate adjectives, including comparatives/superlatives
 - d. predicate nouns
 - e. articles, demonstratives
 - f. verbs: action, linking, helping
 - g. adverbs
 - h. prepositions
 - i. conjunctions
 - j. interjections
- Identify the three basic tenses and verb phrases
- Identify words which modify a noun or verb
- Identify a direct object
- Understand and apply grammatical conventions correctly, especially for the following concepts:
 - a. apostrophe
 - b. titles
 - c. comma usage (basic and in compound sentences)
 - d. colon (letter writing, lists)
 - e. quotation marks with dialogue
 - f. paragraph indentation
- Use and spell homophones correctly
- Recognize that words perform different functions according to their position in a sentence

Grade 7

- Recognize the make-up and function of prepositional phrases
- Identify simple, compound, and complex sentences
- Recognize appropriate use of pronoun reference
- Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers)

Grade 8

- Analyze standard grammar and usage
- Recognize historical development of language (Latin, Greek, German, etc.)
- Recognize sentence patterns

Grades 6 - 8 ELA continued:

- Identify parts of a sentence: subject, predicate, phrases, clauses

Reading and Literature

Standard 6

Grade 6

- Recognize idiomatic as opposed to formal English both in writing and speaking
- Recognize dialect in works such as, but not limited to, Where the Red Fern Grows, “Ransom of Red Chief,” and adaptations of Mark Twain’s “Painting the Fence”
- Recognize author’s purpose in writing

Grade 7

- Compare selections of dialogue by various characters in short stories, novels, and poetry works in order to identify and analyze differences in language styles

Grade 8

- Compare dialogue/language styles used by characters to own dialect/language style, “translate” traditional literature

Standard 7

Grade 6

- Use and apply the following correctly:
 - a. plural noun spellings
 - b. spelling changes with adjective suffixes and adverb endings
 - c. homonyms and homophones
 - d. i-e rule

Grades 7 and 8

Students are expected to have mastered beginning reading skills by these grade levels.

Standard 8

Grade 6

- Demonstrate previewing skills with all text forms
- Understand basic facts and main ideas in a text and use them for understanding
- Identify text formats: titles, bold, italics, charts
- Employ graphic organization to represent main ideas, evidence, and/or examples from texts (e.g., note-taking)
- Identify and analyze the author’s use of dialogue and description
- Recognize organizational structures (chronological order, logical order, cause and effect, classification schemes)

Grades 6 - 8 ELA continued:

Grade 7

- Recognize organizational structures and use of arguments for and against an issue
- Use knowledge of genres (poem, short story, fable) to analyze a text
- Interpret mood and tone intended by the author and give supporting evidence
- Interpret character's traits, emotions and motivations

Grade 8

- Identify patterns associated with different genres and look for those patterns when analyzing the text
- Distinguish between concepts of theme in a literary work and an author's purpose in an expository text
- Identify evidence used to support an argument
- Interpret mood and tone
- Interpret a character's traits, emotions and motivations

Standard 9

Grade 6

- Identify the purposes of early stories, myths and folktales
- Deepen understanding of literary and non-literary work by placing it in contemporary or historical context
- Integrate technology by accessing web sites with primary documents associated with literary pieces and periods in history

Grade 7

- Relate a literary work to its historical context

Grade 8

- Relate a literary work to artifacts, artistic creations, or historical sites of the period or its setting (e.g., Diary of Anne Frank)

Standard 10

Grade 6

- Experience a wide variety of genres
- Identify, analyze and apply knowledge of the characteristics of different genres using various graphic organizers
- Recognize characteristics of fiction, non-fiction (biography, autobiography, primary documents), drama, poetry (rhyme, repetition, rhythm, alliteration, imagery, onomatopoeia), and short stories

Grade 7

- Identify and analyze characteristics of poetry, fiction, non-fiction, drama, short stories

Grades 6 - 8 ELA continued:

Grade 8

- Read and analyze examples of non-fiction (biography, essays), fiction (short stories, historical fiction, contemporary young adult literature), drama, poetry
- Identify and analyze the characteristics of various genres as forms chosen by an author for a purpose (e.g., Anne Frank: diary vs. play vs. essay)

Standard 11

Grade 6

- Identify, analyze and apply knowledge of theme and provide textual evidence to support understanding by employing graphic organizers
- Develop an understanding of inference and recognize clues to help make an educated guess

Grade 7

- Identify theme in poetry, short stories, novels (e.g., Phantom Tollbooth, the works of: Poe, O’Henry, Hemingway, Frost, Dickens)

Grade 8

- Examine and analyze similar themes in a variety of selections

Standard 12

Grade 6

- Analyze a work of fiction by completing a graphic organizer or story map to demonstrate recognition of literary terms including plot, characterization, setting, and conflict

Grade 7

- Identify/analyze elements of plot/characterization/conflict/resolution

Grade 8

- Locate and analyze literary elements including plot and characterization while examining resolution of conflict in 8th grade novels

Standard 13

Grade 6

- Recognize non-fiction writing strategies and characteristics
- Predict audience, purpose and format using text format cues
- Recognize subjective vs. objective style in writing
- In a work of non-fiction, identify and use knowledge of common organizational structures (chronological order, logical order, cause and effect, classification, schemes)

Grades 6 - 8 ELA continued:

- In a work of non-fiction, identify and analyze main ideas, supporting ideas, and supporting details

Grade 7

- Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentence, introduction, conclusion, internal bibliography)
- Identify and use knowledge of common graphic features (charts, maps, diagrams) located within a text

Grade 8

- Identify the structures of non-fiction: textual and graphic features, organizational structures, evidence, arguments, and the author's purpose

Standard 14

Grade 6

- Demonstrate basic understanding of poetry writing (i.e. rhythm, rhyme, poetic terminology, figurative language, and graphics (capital letters and line length) through use of models
- Apply knowledge in the analysis of poetry
- Present own poetry in formal setting

Grade 7

- Identify and apply sounds and figurative language elements in order to uncover theme, mood, and purpose

Grade 8

- Recognize poetic elements including sound (alliteration, onomatopoeia, end rhyme, free verse), figurative language, and graphics

Standard 15

Grade 6

- Identify and analyze the importance of shades of meaning in determining word-choice in a piece of literature
- Recognize and write various styles of writing: subjective and objective

Grade 7

- Identify/analyze imagery and figurative language
- Apply imagery to own writing

Grade 8

- Locate imagery and different types of figurative language (simile, metaphor, personification) in texts

Grades 6 - 8 ELA continued:

- Identify and analyze how an author's use of words creates tone and mood and apply this recognition to one's own writing

Standard 16

Grade 6

- Identify, analyze and apply knowledge of theme, structure and elements of myths and classical literature and provide evidence from text to support understanding
- Identify common structures (e.g., transformation, rule of three) and stylistic elements (refrain, simile) in traditional literature
- Discuss and compare/contrast common themes in Greek, Asian, and Native American myths and folktales
- Identify purposes and origins of myths and folktales

Grade 7

- Identify and analyze similarities and differences in mythologies from different cultures (ideas of the afterlife, roles and characteristics of deities, types and purposes of myths)

Grade 8

- Recognize societal attributes reflected in a culture's myth structure
- Identify conventions in epic tales (extended simile, the quest, the hero's task, special weapons or clothing, helpers)

Standard 17

Grade 6

- Recognize elements of a drama
- Identify and analyze the similarities and differences between a narrative text and its film or play version

Grade 7

- Identify and analyze elements of setting, plot and characterization in plays that are read, viewed, and/or performed

Grade 8

- Identify and analyze elements of setting, plot and characterization in plays that are read, viewed, and/or performed
- Analyze similarities and differences in presentation: play vs. film

Standard 18

Grade 6

- Give a dramatic performance in English or literature class (poetry, play, Greek myth) and develop characters through the use of basic acting skills

Grades 6 - 8 ELA continued:

Grade 7

- Demonstrate intonation, and pacing in a Reader's Theatre format
- Pantomime a set of stage directions employing facial expressions, body language and gestures
- Write and perform a scene from a novel
- Perform scenes from dramatic works (e.g., using Dickens)

Grade 8

- Develop and present characters using basic acting skills – use a scoring guide with teacher developed criteria

Composition

Standard 19

Grade 6

- Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution)
- Write formal letters to correspondents such as authors, newspapers, businesses, or government officials
- Write essays of 3-5 paragraphs in length
- Pre-write using a variety of forms such as: web, word splash, Venn diagram, procedural plan
- Write a 2-3 sentence conclusion to an essay

Grade 7

- Write stories with well-developed plots, characters, purpose
- Write poems using sound and figurative language (simile, metaphor, personification)
- Write reports based on research in any content area

Grade 8

- Show evidence of pre-writing such as brainstorm list, graphic organizer
- Establish a thesis statement for an assigned piece of writing
- Incorporate the thesis statement into an introduction
- Provide details to support thesis statement
- Write a clear conclusion
- Continue imaginative and literary writing

Standard 20

Grade 6

- Write for different audiences and purposes using fiction, non-fiction, drama and poetry (e.g., invitations, letters, pamphlets, summaries)

Grades 6 - 8 ELA continued:

Grade 7

- Use persuasive writing effectively (e.g., running for school office)

Grade 8

- Vary writing style depending on targeted audience using appropriate rhetorical techniques

Standard 21

Grade 6

- Demonstrate basic revising skills to improve organization, clarity and language
- Recognize differences between revising and editing
- Using set of criteria, revise and edit all writing using established symbols
- Replace deadbeat nouns, verbs, adjectives using thesaurus, word walls, and dictionaries
- Use appropriate content-related vocabulary
- Combine sentences correctly, using a variety of strategies

Grade 7

- Use a thesaurus when revising
- Conference with peers and offer appropriate feedback
- Use list of conventions and writing standards

Grade 8

- Revise and improve various aspects of writing including topic development, organization, level of detail, language/style, sentence structure, grammar, usage and mechanics
- Use introduction, conclusion, vocabulary and purpose appropriate for audiences

Standard 22

Grade 6

- Use knowledge of standard English conventions in writing, revising and editing to eliminate fragments and run-ons
- Spell-check using dictionaries, word walls, or other helpful resources

Grade 7

- Use knowledge of correct mechanics (commas, subject, verbs, prepositions, homonyms, quotation marks) when writing
- Apply list of conventions to writing

Grade 8

- Use knowledge of: types of sentences, correct mechanics, usage, commas, fragments/run-ons, structure and correct spelling when writing

Grades 6 - 8 ELA continued:

Standard 23

Grade 6

- Decide on the most effective placement of descriptive details about setting, characters, and events in stories
- Organize writing in a way that matches purpose using graphic organizers and/or brainstorming
- Show evidence of pre-writing using graphic organizers (ex: web, word splash, Venn diagram, procedure plan, paragraph plan)
- Experiment with a variety of ways to construct a lead
- Practice different ways of constructing closing sentences or paragraphs
- Employ transitional words effectively in paragraphs

Grade 7

- Use organizational techniques including transitional words to write in fiction and non-fiction (plot diagrams, character maps, Venn diagrams, webbing, outlining)

Grade 8

- Integrate the use of organizational techniques
- Organize information into coherent essay/composition
- Organize ideas for writing comparison-and-contrast essays

Standard 24

Grade 6

- Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:
 - a. formulate questions
 - b. use an expanded range of print and non-print sources (atlases, data bases, electronic on-line resources)
 - c. follow established criteria for evaluating information
 - d. locate specific information from within resources by using indexes, tables of contents, electronic search key words
 - e. organize and present research using the learning standards in the Composition Strand as a guide for writing
 - f. provide appropriate documentation in a consistent format.

Grade 7

- Organize and present research
- Research historical events as they pertain to literary works (e.g., The Cay, Witch of Blackbird Pond)
- Research geographical areas for establishing appropriate plot and setting in own writing

Grades 6 - 8 ELA continued:

Grade 8

- Use a variety of sources to research a topic
- Differentiate between paraphrasing and using direct quotes
- Differentiate between primary and secondary sources
- Use consistent format for footnotes and endnotes

Standard 25

Grade 6

- Create rubrics for writing and presentations that reflect benchmarks and expectations
- Evaluate self and others through peer conferences
- Refer to a rubric or scoring guide to revise, and self-conference prior to submission of work

Grade 7

- Reflect on writing experiences and set goals for future endeavors
- Develop and use rubric to guide, compose and revise own writing and oral presentations
- Partner conference

Grade 8

- Edit and self-evaluate writing using a scoring rubric
- Focus on selected areas for editing
- Assess a writing task or oral presentation and design an appropriate rubric

Media

Standard 26

Grade 6

- Demonstrate ability to analyze the different conventions used in various media such as graphics, music, images, and point of view
- Analyze techniques used to persuade/influence in media
- Utilizing computer technology, use primary documents to enhance understanding of literature (e.g., Japanese Camps, Trail of Tears, and Indian Removal Act)

Grade 7

- Compare novels/scripts to movies/dramatic performances
- Compare how different media cover the same story analyzing techniques used to affect emotion

Grades 6 - 8 ELA continued:

Grade 8

- Consider the effects of different modes of image delivery as per the media: print, visual, audible
- Increase awareness of the craft of writing as a result of Writer's Week

Standard 27

Grade 6

- Understand the steps in TV production, from planning, through decision making, to story boarding, scripting, and finally presentation
- Participate in hands-on experiences with technical production and editing equipment (based on available technology)
- Create a media production using effective images, text, music, sound effects, or graphics suited to purpose

Grade 7

- Create scripts and videotape performances comparing works of literature and other presentations

Grade 8

- Create an effective media presentation (e.g., newscast, timeline) which employs graphics, images and sound. Use criteria to assess its effectiveness.

ENGLISH LANGUAGE ARTS BENCHMARKS
GRADES 9 - 12

Language

Standard 1

Grade 9

- Discuss a literary work in a seminar
- Demonstrate good listening skills in a class discussion
- Respect others' opinions in class discussions
- Evaluate the effectiveness of a class seminar or discussion by writing a response

Grade 10

- Follow agreed-upon rules of discussion including time limits and mutual respect
- Conduct debates

Grade 11

- Use agreed upon rules for discussion and comment on a particular piece of literature
- Encourage the ideas of others
- Participate in Socratic seminars

Grade 12

- Discuss literature and world events
- Listen and speak using respect and good etiquette
- Work in small groups with assigned notes and discuss a given literary passage
- Create a rubric for evaluating group discussions

Standard 2

Grade 9

- Respond/share with others and the teacher in discussion sessions
- Question anything that is confusing
- Take notes to summarize discussions

Grade 10

- Respond to the work of others in oral response
- Pose questions about and summarize the presentations of others

Grade 11

- Conduct a Socratic seminar in order to question, comment on and respond to each others' ideas about a particular piece of writing

Grade 12

- Discuss literature in the context of student-generated and student-answered questions
- Prepare and defend literary responses to quiz questions and in class discussions

Grades 9 - 12 ELA continued:

Standard 3

Grade 9

- Demonstrate good speaking skills in a presentation to the class
- Analyze effective speeches made for a variety of purposes

Grade 10

- Analyze effective speeches and prepare/deliver speeches containing effective rhetorical devices
- Write and discuss class interviews
- Create book talks, highlighting original and personal choices of reading
- Create an appropriate scoring guide to prepare, improve, and assess presentations

Grade 11

- Give oral presentations with “practice runs” which include self-evaluation and the evaluation of classmates (in small groups) observing eye contact, enunciation, volume, etc.
- Perform speeches from designated dramatic texts and evaluate presentation

Grade 12

- Communicate information to peers using gestures, tone, vocabulary, and volume appropriate to audience
- Prepare and lead class discussions of literature
- Create an appropriate scoring guide to evaluate final presentations

Standard 4

Grade 9

- Identify and correctly use new vocabulary words in a written assignment
- Use literary terms including idioms correctly in written assignments

Grade 10

- Complete vocabulary exercises identifying synonyms, antonyms, definitions and correct word choice in written sentences
- Use new vocabulary in writing assignments, identifying word etymology
- Highlight and understand key SAT words using a dictionary, thesaurus and related reference tools

Grade 11

- Use new words in practical applications from class and demonstrate understanding
- Use vocabulary from the SAT correctly in context
- Use new vocabulary words in own writing using appropriate reference sources if necessary

Grades 9 - 12 ELA continued:

Grade 12

- Demonstrate mastery of vocabulary words by applying them correctly in written work
- Use various research materials to enhance word choices

Standard 5

Grade 9

- Identify simple, compound, complex, and compound-complex sentences
- Identify nominalized, adjectival, and adverbial clauses
- Recognize the functions of verbals: participles, gerunds, and infinitives
- Analyze the structure of a sentence (traditional diagram, transformational model)

Grade 10

- Review pertinent roots including “mal”, “ben” and others (poly, magn, equi, duct)
- Identify rhetorically functional sentence structure (parallelism, properly placed modifiers)
- Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency), and correct sentence structure (parallel structure)
- Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (e.g., glasnost, coup d’etat)

Grade 11

- Identify, describe, and apply all conventions of standard English
- Edit work consistently and correct mistakes in grammar
- Create word trees and utilize Greek/Latin root words to help define English words

Grade 12

- Review and analyze choices from Old English through modern English; highlighting Chaucer (Beowulf poet), Shakespeare, and 19th / 20th century writing

Standard 6

Grade 9

- Demonstrate ability to utilize formal and informal language for various purposes
- Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups

Grade 10

- Identify the differences between the voice, tone, diction, and syntax used in media presentations (documentary films, news broadcasts, taped interviews) and these elements in informal speech

Grade 11

- Analyze how dialect can be a source of negative or positive stereotypes among social groups

Grades 9 - 12 ELA continued:

Grade 12

- Analyze the role and place of standard American English in speech, writing, and literature

Reading and Literature

Standard 7

Teacher note: Students are expected to have mastered the beginning reading standard by high school.

Standard 8

Grade 9

- Identify imagery and symbolism in a text
- Identify theme in a text and support with details from text
- Identify the conflict in a literary work

Grade 10

- Identify diction, tone, voice and imagery in literature
- Recognize abstract imagery and literary devices in the text
- Analyze the logic and use of evidence in an author's argument in a non-fiction text

Grade 11

- Identify and understand literary elements including point of view
- Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood

Grade 12

- Analyze and discuss literary conventions including plot, imagery, symbolism, and theme, used by a particular author in a particular work
- Read to discover the author's tone and purpose in a non-fiction text

Standard 9

Grade 9

- Recognize the universality of the human experience through the study of literature
- Recognize the importance of mythology in the study of ancient civilizations
- Understand allusions to mythology used in modern day literary works and media presentations

Grade 10

- Recognize literary developments from Romanticism, Realism, Naturalism, and Contemporary literary movements

Grades 9 - 12 ELA continued:

Grade 11

- Relate novels to their historical time period (e.g., The Great Gatsby to 1920s, Of Mice and Men to migrant workers and the Dust Bowl.) Establish connections through a research project.
- Study moral issues relating to slavery through Huckleberry Finn

Grade 12

- Identify and discuss historical connections in literature (e.g., Beowulf with its military/war references alludes to Anglo-Saxon England being born into warfare.)

Standard 10

Grade 9

- Compare and contrast themes across genres and analyze the differences

Grade 10

- Identify the conventions of several genres including prose, poetry, drama, and essay
- Describe conventions of subsets of genres including science fiction, romance literature, bildungsroman, and other literary creations and explain how the selection of genre shapes the message

Grade 11

- Recognize satire and parody in literature and identify and explain each
- Understand tragedy and its definition in the classical (Macbeth) and modern (Farewell to Arms, The Great Gatsby, Of Mice and Men) contexts

Grade 12

- Continue to refine sense of complexity of genre distinctions
- Understand how an author (ex: Chaucer) employs satire, parody, allegory, and pastoral techniques to writing

Standard 11

Grade 9

- Recognize how the plot of a literary work illustrates the theme
- Identify the theme of a literary work and be able to give supporting evidence from the text

Grade 10

- Identify universal themes represented in fiction
- Understand and apply the notion of archetypes as they pertain to all fiction constructs

Grades 9 - 12 ELA continued:

Grade 11

- Identify themes in literature and compare them to their works
- Apply universal themes across literature (e.g., American Dream, The Great Gatsby, Of Mice and Men)
- Find common themes within a cycle of stories or poems (Winesburg, Ohio / Spoon River Anthology)

Grade 12

- Identify one particular theme in a piece of literature and trace it (using textual examples) through the entire work. Identify other themes in the same work.
- Identify a theme in one piece of literature and compare its use to that of a similar theme in another work

Standard 12

Grade 9

- Identify plot (exposition, conflict, rising action, climax, falling action, resolution), setting, mood, character traits, irony, foreshadowing, and point of view in a work of fiction and support with examples from text
- Recognize how an author's word choice contributes to mood
- Explain character's motive

Grade 10

- Recognize all elements of fiction including exposition, rising action, conflict, development, resolution, point of view, foreshadowing, and irony
- Create a diagram which gives evidence of the above knowledge

Grade 11

- Identify and analyze different types of irony, foreshadowing, characterization
- Analyze how the author's use of characterization affects the reader's perception of a character
- Analyze author's choice of title in a formal essay following class discussions
- Compare historical background of time period discussed to a work of fiction's time period
- Discuss motivation and reasons for changes made to historical perspective
- Discuss and analyze the author's purpose and recognize how the author's purpose can affect the reader's perception of facts

Grade 12

- Analyze and evaluate an author's use of techniques for rhetorical and aesthetic purposes
- Read a variety of contemporary fiction books and discuss the historical background affecting each

Grades 9 - 12 ELA continued:

Standard 13

Grade 9

- Explain the structure and elements of non-fiction works

Grade 10

- Analyze the logic and use of evidence in an author's argument
- Identify and use techniques of successful essay composition including recognizing and employing accepted conventions
- Analyze non-fiction compositions

Grade 11

- Read non-fiction articles on topic and on an author's background
- Examine and analyze point of view and tone in works of non-fiction (e.g., "Walden," "Civil Disobedience")

Grade 12

- Analyze and evaluate how authors use the elements of non-fiction to achieve their purpose
- Analyze non-fiction examples from standardized test reading passages

Standard 14

Grade 9

- Identify the literal and figurative level of a poem
- Demonstrate knowledge of figurative language, such as similes, metaphors, personification and paradox as well as specific sound, form, and dramatic structures
- Recognize a poem's rhyme scheme

Grade 10

- Identify elements of poetry including simile, metaphor, personification, stanza, rhyme scheme, imagery and structure
- Perform readings of original poetry and favorite poetry emphasizing elements of sound

Grade 11

- Analyze and interpret poetry especially concentrating on figurative language, irony, theme, imagery, and diction

Grade 12

- Analyze and evaluate techniques (e.g., diction, imagery) in Shakespeare's sonnets
- Examine conventions of Old English poetry
- Continue to expand knowledge base of literary devices used in poetry

Grades 9 - 12 ELA continued:

Standard 15

Grade 9

- Evaluate how an author's use of words creates tone, mood, theme, and purpose

Grade 10

- Identify elements of style and language employed in fiction for different purposes including memoir and contemporary fiction

Grade 11

- Evaluate how an author's word choice and rhetorical devices can affect the meaning of lines in Shakespeare's Macbeth

Grade 12

- Review language development through Old English, Middle English, and modern English

Standard 16

Grade 9

- Analyze the characters, structure, and themes of classical Greek drama and epic poetry

Grade 10

- Draw parallels from contemporary literature to "reservoir" literature. Analyze character, structure, and theme
- Investigate original sources of myth and traditional literature

Grade 11

- Analyze the influence of mythic, traditional, or classical literature on later literature and film
- Examine mythology of the "American Dream," (e.g., The Great Gatsby)

Grade 12

- Compare Beowulf to modern day fiction heroes by writing an essay including evidence
- Examine and be able to identify themes in important Biblical passages
- Review the narrative tradition of OE poetry
- Explore ancient Greek culture and religion through Oedipus Rex

Standard 17

Grade 9

- Identify dramatic conventions including monologue, soliloquy, aside and dramatic irony
- Identify dramatic irony and understand its impact on the reader and the action of the play

Grades 9 - 12 ELA continued:

Grade 10

- Perform scenes from contemporary and traditional drama and analyze speeches from Shakespeare
- Learn the notions of the, “unities” of time, place and action in staged drama
- Interpret the concept of microcosm and macrocosm in dramatic productions

Grade 11

- Read Macbeth and analyze the elements of tragedy and compare to a Farewell to Arms as a modern tragedy. Demonstrate understanding of different types of tragedy.
- Explore the theatrical effect of employing a soliloquy, monologue or an aside

Grade 12

- Analyze dramatic story in Death of a Salesman and analyze dramatic conventions
- Read and understand Shakespeare and other traditional drama
- Read and comprehend current thematic drama pieces including, A Raisin in the Sun and The Piano Lesson

Standard 18

Grade 9

- Perform a skit from a literary work
- Perform a Greek myth
- Memorize a myth in own words and practice retelling it from memory with emphasis on volume, clarity, gestures, expressions, enunciation, delivery, etc.

Grade 10

- Perform scenes from Romeo and Juliet, The Merchant of Venice, and Our Town
- Write modern translations to traditional Shakespearean speeches
- Create scoring guides with categories and criteria for assessment of presentations

Grade 11

- Perform skits using vocabulary words
- Act out scenes from The Crucible, and Macbeth with emphasis on speaking clearly and loudly, paying attention to tone and mood of scene, gestures, etc.
- Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play and performing modern interpretations of scenes from Shakespearean plays

Grade 12

- Read Othello and Hamlet and analyze all soliloquies and important speeches
- Memorize and perform a monologue in a soliloquy from Othello or Hamlet

Grades 9 - 12 ELA continued:

Composition

Standard 19

Grade 9

- Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone
- Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure

Grade 10

- Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language
- Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure
- Write journal responses to fiction
- Complete essays on literature which include supporting quotations
- Use contest entry topics and MCAS open-ended questions for writing assignments

Grade 11

- Write compositions with clear focus, objective, presentation, rich detail, well-developed paragraphs and logical argument. Demonstrate understanding of these literary terms and techniques.
- Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques

Grade 12

- Write compositions with clear focus, objective, presentation, rich detail, well-developed paragraphs and logical argument. Demonstrate understanding of these literary terms and techniques.
- Learn to incorporate and utilize the literary text in essays
- Write poems using a range of forms and techniques

Standard 20

Grade 9

- Use different levels of formality, style, and tone when composing for different audiences

Grade 10

- Develop successful essay responses about literature for MCAS long compositions
- Write casual and more formal poetry for sharing in class

Grade 11

- Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments

Grades 9 - 12 ELA continued:

Grade 12

- Use effective techniques for various audiences in writing and presentations (e.g., a graduation speech for formal and informal use)

Standard 21

Grade 9

- Evaluate all major compositions with peers
- Write multiple drafts of a composition, include revising and editing drafts

Grade 10

- Conference with teacher about manuscripts
- Re-write assignments in repeated drafts
- Use peer editing techniques and rubrics for assessment of written work

Grade 11

- Peer edit all compositions to constantly improve writing
- Evaluate peer's writing
- Participate in writing workshops and revise writing to improve style, word-choice and meaning

Grade 12

- Revise and edit all compositions to improve writing
- Evaluate peer's writing
- Learn guidelines for self-evaluation and incorporate them into personal writing

Standard 22

Grade 9

- Demonstrate the ability to vary sentence beginnings in a piece of writing by using subordinate clauses, verbal phrases, infinitive phrases, prepositional phrases and single word modifiers
- Use third person point of view effectively

Grade 10

- Follow conventional (MLA) format in writing essays and in doing research
- Examine grammar problems related to writing

Grade 11

- Follow the conventions of standard English and use the conventional MLA format in formal essays

Grade 12

- Follow MLA format in citing sources in research papers

Grades 9 - 12 ELA continued:

Standard 23

Grade 9

- Integrate all elements of fiction to emphasize the theme and tone of the story
- Show evidence of brainstorming by listing/webbing
- Create a graphic organizer or an outline before writing an expository essay
- Write an expository essay using correct format

Grade 10

- Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well-constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion
- Write at least two drafts for an assignment
- Use Venn diagrams, lists and clustering techniques in brainstorming activities

Grade 11

- Organize ideas for emphasis in a way that suits the purpose of the writer

Grade 12

- Craft sentences in a way that supports the underlying logic of the ideas in an essay or piece of writing
- Organize essays, demonstrate appropriate use of conventions and communicate clearly

Standard 24

Grade 9

- Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research

Grade 10

- Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research

Grade 11

- Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of resources (e.g., investigate the history of New England and its rich writers through the study of the Salem Witch Trials, Walden Pond and Thoreau)
- Examine historical contexts for novels read (e.g., the 1920s and The Great Gatsby)

Grades 9 - 12 ELA continued:

Grade 12

- Create an original thesis and complete research to prove it in senior papers, using conventions from Standard 23
- Research literary elements in the writing of one author (AP)

Standard 25

Grade 9

- Demonstrate the ability to follow pre-determined rubrics for writing assignments and class projects

Grade 10

- Create appropriate rubrics with which to judge writing
- Communicate all elements of a requirement in a given rubric-guided assignment. Identify writing problems in a peer-editing situation.

Grade 11

- Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them

Grade 12

- Peer-edit according to set rubrics for senior paper

Media

Standard 26

Grade 9

- Compare and contrast the video version of Jason and the Golden Fleece to a 2000 T.V. version

Grade 10

- View versions of Shakespearean plays on videotape
- Listen to audio recordings of Shakespeare and attend a live performance of Shakespeare at the North Shore Music Theatre in Beverly, MA
- Evaluate all productions and complete creative reviews of each performance

Grade 11

- Analyze various forms of media through reading, watching and listening to examples
- Create own media presentations and compare/contrast present, past and future uses of the presentation
- Compare a literary text and its film equivalent for changes in tone, style, and aesthetic effects

Grades 9 - 12 ELA continued:

Grade 12

- Analyze various forms of media through reading, watching and listening to examples
- Watch a classical and a modern version of Hamlet and compare/contrast techniques of presentation

Standard 27

Grade 9

- Create a media presentation or produce a magazine article in reference to Lord of the Flies and its story of amazing escape or survival

Grade 10

- Commit to memory speeches from Shakespeare and perform and videotape for the class and for school use
- Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication

Grades 11 and 12

- Create, using online resources and word processing programs, a suicide prevention brochure after reading Ordinary People which demonstrates understanding of online research and shows computer literacy
- Create many forms of media after complete analysis of each: advertisements, television, radio, newspaper, movies, commercials