

ENGLISH LANGUAGE ARTS  
PERFORMANCE DESCRIPTORS

GRADES 6-12

# RESPONDING TO THIS DOCUMENT

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### Benchmark Indicators Chairs

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## INTRODUCTION

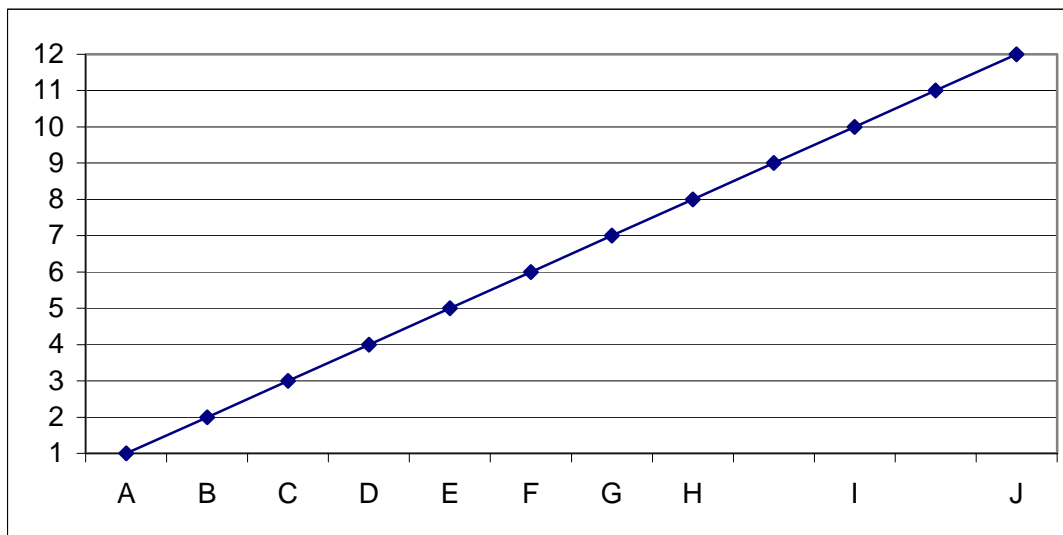
### Design for Performance Standards

The Illinois Learning Standards are content standards that describe “*what*” students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate “*how well*” students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association<sup>1</sup> raised two pertinent questions policymakers should consider for the design of performance standards:

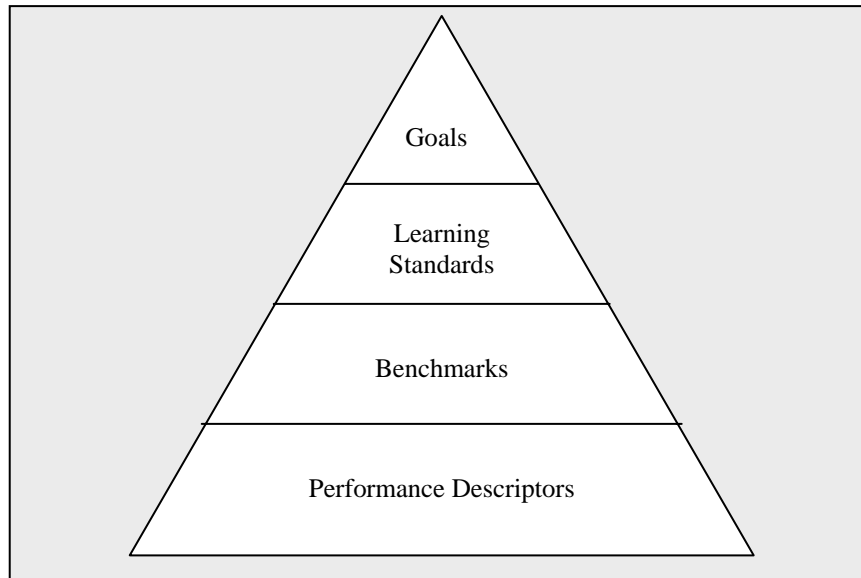
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks, and performance examples.



<sup>1</sup> Ouellette, M. (2000). “Maintaining progress through systemic education reform: Performance standards,” Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.



## Definitions

**performance standards:** the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks*) for student work (*performance exemplars*) at each of the stages.

**performance descriptors:** statements of how students can demonstrate the knowledge and skills they acquired.<sup>2</sup>

**performance levels:** descriptions of how well students have achieved the standards; that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

PERFORMANCE LEVEL =	RANGE +	FREQUENCY +	FACILITY +	DEPTH +	CREATIVITY +	QUALITY
Exceeding	extensively	consistently	automatically	profoundly	inventively	excellently
Meeting	fully	usually	quickly	deeply	imaginatively	well
Approaching	partially	occasionally	haltingly	cursorily	commonly	marginally
Starting	narrowly	rarely	slowly	superficially	imitatively	poorly

<sup>2</sup> New Standards. *Performance Standards*. (1997) Washington, DC: The National Center on Education and the Economy.

**assessment tasks:** descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

**performance examples:** student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

### Template For Expanded Performance Descriptors

BENCHMARKS ⇒	early elementary			late elementary		middle/ junior high			early high	late high
STAGES ⇒ PERFORMANCE LEVELS ↓	A	B	C	D	E	F	G	H	I	J
Exceeding										
Meeting										
Approaching										
Starting										

### Vision for English Language Arts Performance

An important aim of education from kindergarten through twelfth grade is to help every student learn to use language effectively, both as a tool for communicating and as an instrument for thinking, learning, and imagining. Guided by the **Illinois Goals and Learning Standards**, instruction in the English language arts is designed to help students become strong readers and writers, help them learn to speak and listen effectively, and help them develop skills as investigators capable of undertaking their own research.

Over the course of their schooling, students who meet the **Illinois Learning Standards** become increasingly skillful in their ability to read with understanding and fluency. By the end of twelfth grade, students who meet these standards can read relatively complex and demanding material for a variety of purposes. They can analyze new words and interpret their meanings on the basis of the components of the words themselves and the contexts in which the words appear. Students can also relate their previous knowledge to new information encountered in their reading, and they can use questions and predictions to guide their reading of particularly complex material. Their ability to read effectively includes the ability to use tables, graphs, and maps as well as text to acquire information and to evaluate arguments.

Students can also direct their reading ability to the reading and study of literature. They can analyze various elements of particular literary works, such as character, plot, conflict, theme, and setting. They can make appropriate inferences that enable them to interpret key themes in specific literary works. They can use insight gained from their reading of literature to enrich their understanding of their own cultures and individual lives, and to deepen their understanding of the cultures and individual lives of others, both past and present.

By the end of twelfth grade, students meeting the **Illinois Learning Standards** can also write and speak effectively for a range of purposes and in a variety of situations. Students can communicate information and ideas in narrative, expository, and persuasive writing, producing grammatically correct documents using available

technology. They can write effectively in a variety of academic settings and in actual, or potentially real, work-related and civic contexts. Students meeting the **Illinois Learning Standards** can also speak and listen effectively. They can comprehend and evaluate a speaker's verbal and nonverbal messages, and they can analyze and synthesize the spoken messages they hear. They can also deliver planned and impromptu presentations, use both verbal and nonverbal strategies for maintaining communication and resolving conflict, and participate effectively in discussions and collaborative work.

Finally, students who meet the **Illinois Learning Standards** can use their linguistic ability to acquire and assess information and to communicate the results of their inquiries. They can formulate a research plan, gather appropriate information, and analyze, evaluate, and synthesize the information they gather. They can communicate their findings and their own ideas effectively, supporting and defending a thesis by drawing information from appropriate sources and by offering evidence suited to the purpose and audience of the project at hand.

English language arts instruction seeks to tap the basic human capacity for learning and using language. In this key respect, the language arts are interwoven. Learning in one sphere (e.g., listening or reading) often supports learning in another (e.g., speaking or writing). People vary in the support they need as they develop specific skills in speaking, listening, reading, and writing. English language arts instruction must be especially attuned to providing appropriate support for students with special needs. People also vary in how they use their capacity for language, and this variation is often best understood as variation in cultural, social, and personal identity. The aim of English language arts instruction is not to eliminate or reduce the richness of linguistic diversity. Rather, the aim is to help students develop confident control over language as a powerful tool for comprehending, exploring, and communicating ideas in school and beyond, for succeeding in advanced study, for performing well in one's work, for contributing in civic and work-related arenas, and, most generally, for living a thoughtful and productive life.

### Progressions

At every level, from kindergarten through twelfth grade, English language arts instruction in Illinois seeks to help students become strong readers and writers, help them learn to speak and listen effectively, and help them develop skills as investigators capable of conducting their own research. It is important to recognize that both the pace and the specific content of individual student's learning vary considerably, in part as a result of individual variation in linguistic, cognitive, and social development, and in part as a result of variation in students' broader experience with language. It is thus impossible, and in any case undesirable, to expect all students in Illinois schools to complete twelfth grade having learned to read, write, listen, and speak in precisely the same way. Nonetheless, it is possible and desirable to formulate goals, learning standards, and performance descriptors that describe common progressions of learning in the English language arts.

State-level **English Language Arts Goals** are deliberately general and thus allow for a significant range of choices in how individual school districts design and manage English language arts instruction. The goals provide broad descriptions of what students should be able to do as a result of their schooling: (1) read with understanding and fluency; (2) read and understand literature representative of various societies, eras, and ideas; (3) write to communicate for a variety of purposes; (4) listen and speak effectively in a

variety of situations; and (5) use the language arts to acquire, assess, and communicate information.

These goals, along with the learning standards, are meant to guide the planning of instruction and anchor the assessment of learning from kindergarten through twelfth grade. The **Illinois English Language Arts Performance Descriptors** are keyed to these goals and standards, and are designed to suggest appropriate levels of learning at distinct stages of a K-12 education. The performance descriptors are thus meant to provide information to teachers and students at particular levels, giving them more specific targets for instruction and learning than are provided by the overarching **English Language Arts Goals and Standards**.

**Goal 1 – Read with understanding and fluency.** Taken together, the K-12 performance descriptor stages suggest a general progression of learning in the area described by the goal and standard to which they pertain. With respect to the goal of learning to read with understanding and fluency, for example, the stages suggest a progression from learning distinct word analysis techniques and comprehension strategies to developing a more automatic process for using integrated strategies in comprehending, analyzing, and synthesizing information presented in increasingly complex materials.

**Goal 2 – Read and understand literature representative of various societies, eras, and ideas.** With respect to reading and studying literature, learning proceeds from learning to read and respond to relatively simple stories and poems to learning to comprehend, analyze, interpret, compare, and respond to increasingly complex literary works, including works in several genres and works from a range of cultural traditions.

**Goal 3 – Write to communicate for a variety of purposes.** In learning to write effectively, students learn to work with increasingly detailed and complex knowledge and tasks, learn to address increasingly varied audiences, and learn to manage increasingly sophisticated ways to form sentences, paragraphs, and structures for narrating, explaining, and persuading. At the same time, students learn to use the composing process with increasing sophistication as an opportunity to specify, explore, and revise their own knowledge and ideas, even as they learn to communicate more effectively the results of their thinking.

**Goal 4 – Listen and speak effectively in a variety of situations.** Effective listening and speaking, the most commonly used of the language arts and therefore of central importance, develop through a progression of increasing sophistication in students' ability to sort, organize, evaluate, and present information. Inasmuch as listening, like reading, involves comprehending and interpreting meaning in the role of the "receiver" of a message or text, learning to listen effectively is related to learning to read well. Inasmuch as speaking, like writing, involves composing and presenting a message to a particular audience for a specific purpose, learning to speak effectively is also related to learning to write effectively.

**Goal 5 – Use the language arts to acquire, assess, and communicate information.** Learning to use the language arts to acquire, assess, and communicate information represents both a distinct kind of learning and the integration of abilities involved in learning to communicate effectively through spoken and written language. Students' learning progresses from learning to plan and complete relatively simple research

projects to developing skills needed for planning more complex research projects, for gathering, analyzing, and synthesizing information from several sources, and for preparing and presenting well-focused reports, both spoken and written, for a variety of purposes and audiences.

In using the English Language Arts Goals, Standards, and Descriptor Stages, educators can establish a useful context for planning instruction by considering the learning performance expectations for stages that come before and after the stages they emphasize in their own teaching. Teachers can adjust instruction to challenge those who are "Meeting" or "Exceeding" and provide additional support for those who are functioning at "Approaching" or "Beginning" levels. By considering the performance stages for all five goals and thirteen learning standards at a given level, educators can also coordinate instruction in different areas of the English language arts so that instruction in one area supports instruction and learning in other areas.

Finally, it should be noted that the repetition of some performance standards at successive levels of learning is meant to acknowledge that effective instruction in English language arts is not simply a matter of introducing new topics at each educational level. Effective instruction is also a matter of helping students learn to apply and extend familiar concepts, techniques, and strategies in new and increasingly challenging contexts. By the same token, as some descriptor concepts, techniques, and strategies progress through the stages, they are either absorbed into other bullets or dropped altogether as the student approaches/attains final mastery. Educators working with students in the higher stages should be aware of those concepts and abilities which have been mastered in the earlier stages and plan their instruction accordingly.

### **The ISBE English Language Arts Expanded Performance Descriptors: Intended Use and Interpretation**

When the writing team charged with developing the performance descriptors for English Language Arts met and discussed the task, we became excited about the concept of creating a document that would both enhance and expand the classroom experience for educators and students alike. To utilize the descriptors to their full potential, several key points must be addressed prior to the implementation of the changes reflected within the stages.

#### **Different goals receive different amounts of emphasis each year.**

It is not expected that every topic within the content area will be addressed each year. For instance, students will reach a certain depth of understanding of concepts and demonstrate certain levels of proficiency within certain stages. Thereafter, instruction should be designed to extend what students can do. This approach supports a fundamental concept of best practices: Effective teachers determine where their students are and extend their learning from that point. Even though each of the thirteen English Language Arts standards applies to all grades, emphases will vary both within and between the grade bands.

#### **The document is intended to be a developmental guide.**

The stages are not intended to define grade levels. It can be assumed, however, that certain stages do correspond roughly to certain grade levels (i.e., stage C to the 3<sup>rd</sup>

grade ISAT expectations, stage E to 5<sup>th</sup> grade, stage H to 8<sup>th</sup> grade, stage I to early high school, and Stage J to late high school) and the performance descriptors match the “meets” standards at those levels. The other stages **are not** meant to explicitly correspond to the missing grades between. One stage below or above may not represent one grade level below or above. Instead, they represent the developmental stages of student learning and show a progression through which students acquire an understanding of English Language Arts concepts. Consequently, it is not enough for a teacher to look at a single stage and decide what content he or she will teach at that grade level. Rather, a series of at least three stages (the prior stage, the stage at which students are functioning, and the following stage) must be considered to define the progression of understanding students should experience in order to move from one ISAT stage to the next.

**The document is a curriculum development tool.**

The stages of development presented in this document may be used by a school district to establish a curriculum that will help students meet state standards. By using the stages corresponding to ISAT, curricula can move students through the stages of development without teaching every concept every year. Taken together, the K-12 performance descriptor stages suggest a general progression of learning in the area described by the goal and standard to which they pertain. In this manner the performance descriptors are used to help *develop* a curriculum, rather than to *prescribe* a state-mandated curriculum of what should be taught at each grade. In fact, while writing the descriptors, the team worked to avoid statements that advocated certain pedagogy. Instead, statements focus on measurable student performances.

**Each stage represents growth from the previous stage.**

It should be noted that the repetition of some performance descriptors at successive levels of learning is meant to acknowledge that effective instruction in English Language Arts is not simply a matter of introducing new topics at each educational level. Effective instruction is also a matter of helping students learn to apply and extend familiar concepts, techniques, and strategies in new and increasingly challenging contexts. By the same token, as some descriptor concepts, techniques, and strategies progress through the stages, they are either absorbed into other bullets or dropped altogether as the student approaches/attains final mastery. Educators working with students in the higher stages should be aware of those concepts and abilities which have been mastered in the earlier stages and plan their instruction accordingly.

**The document uses appropriate English Language Arts terminology.**

Occasionally, a reader may encounter an unfamiliar term. As a student progresses through the stages of development, it is assumed that a vocabulary shift will occur and the correct terms will be applied. In order to assist the reader with terminology used in this document, a glossary has been written with specific definitions to clarify intended meanings.

**The document is based on the current form of the state learning goals and their benchmarks.**

It is assumed that the state goals and benchmarks will undergo continual refinement, and this document will need to be revised as that happens. As such, this document should always be considered a work in progress. During their development, the performance descriptors were carefully aligned with the ***Illinois State Learning Standards*** and the ***National English Language Arts Standards***. Primarily guided by these two documents, all of the bullet points are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed at local levels.



# English Language Arts Performance Descriptors

**1A** Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Use a combination of word <b>analysis</b> and vocabulary strategies (<b>e.g.</b>, word patterns, structural analyses) within context to identify unknown words.</li> <li>2. Learn and use root words, prefixes, and suffixes to understand word meanings.</li> <li>3. Use synonyms and antonyms to define words.</li> <li>4. Use word origins to construct the meanings of new words.</li> <li>5. Use root words and context to determine the denotative and connotative meanings of unknown words.</li> <li>6. Determine the meaning of a word in context when the word has multiple meanings.</li> <li>7. Identify and interpret common idioms, <b>similes</b>, analogies, and <b>metaphors</b>.</li> <li>8. Use additional resources (<b>e.g.</b>, newspapers, interviews, technological resources) as applicable to clarify meanings of material.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and apply appropriate word <b>analysis</b> and vocabulary strategies (<b>e.g.</b>, word patterns, structural analyses) to identify unfamiliar words.</li> <li>2. Use prefixes, suffixes, and root words to understand word meanings.</li> <li>3. Use synonyms and antonyms to express the implied meaning of a new word.</li> <li>4. Determine the meaning of words in context using <b>denotation</b> and <b>connotation</b> strategies.</li> <li>5. Identify and interpret idioms, <b>similes</b>, analogies, and <b>metaphors</b> to express implied meanings of words.</li> <li>6. Use etymologies to construct the meanings of new words.</li> <li>7. Apply appropriate word analysis, vocabulary, and <b>contextual clues</b> to determine the meaning of unfamiliar words across a range of subjects.</li> <li>8. Recognize literary devices (<b>e.g.</b>, figurative language, description, dialogue) in <b>text</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use prefixes, suffixes, and root words to understand word meanings.</li> <li>2. Apply knowledge of structural <b>analysis</b> to construct meaning of unfamiliar words.</li> <li>3. Determine the meaning of words in context using <b>denotation</b> and <b>connotation</b> strategies.</li> <li>4. Recall multiple meanings of a word in context and select appropriate meaning.</li> <li>5. Identify and interpret idioms, <b>similes</b>, analogies, and <b>metaphors</b> to express implied meanings.</li> <li>6. Identify the effect of literary devices (<b>e.g.</b>, figurative language, description, and dialogue) in <b>text</b>.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**1A** Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Use word origins and derivations to understand meanings of new words.</li> <li>2. Apply knowledge of structural <b>analysis</b> to construct meaning of difficult or unfamiliar words.</li> <li>3. Infer the appropriate meaning of a word in context when the word has multiple meanings.</li> <li>4. Interpret idioms, <b>similes</b>, analogies, and <b>metaphors</b> to express implied meanings.</li> <li>5. Identify the effect of literary devices (<b>e.g.</b>, allusion, diction, figurative language, imagery) in <b>text</b>.</li> <li>6. Interpret the effect of authors' decisions regarding word choice, content, and <b>literary elements</b> upon the text.</li> <li>7. Recognize specialized vocabulary/terminology.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expand knowledge of word origins and derivations.</li> <li>2. Use idioms, analogies, <b>metaphors</b>, and <b>similes</b> to extend vocabulary development.</li> <li>3. Apply knowledge of roots and affixes to comprehend the meaning of unfamiliar or difficult words, terms, or phrases.</li> <li>4. Identify and analyze the meanings of specialized vocabulary/terminology.</li> <li>5. Analyze the structure and function of words in context.</li> <li>6. Analyze and interpret word usage in traditional and contemporary sources (<b>e.g.</b>, books, lyrics, speeches).</li> <li>7. Interpret American idioms to strengthen comprehension.</li> <li>8. Identify analogy in <b>text</b> and use analogy to explain a relationship.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and interpret specialized vocabulary/terminology.</li> <li>2. Apply knowledge of word origins and derivations in a variety of practical settings.</li> <li>3. Determine the relationship(s) between pairs of words in analogous statements.</li> <li>4. Extend ideas and enrich vocabulary through independent exploration of words.</li> <li>5. Select/use strategies to analyze the meaning of abstract concepts to facilitate comprehension.</li> </ol>
<p>Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		

# English Language Arts Performance Descriptors

**1B** Students who meet the standard can apply reading strategies to improve understanding and fluency.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Set a purpose for reading and adjust as necessary before and during reading.</li> <li>2. Formulate questions to determine meaning based on plot/character, action, or setting.</li> <li>3. Apply survey strategies (e.g., use of bold print, organization of content, <b>key words</b>, graphics).</li> <li>4. Make judgments based on prior knowledge during reading.</li> <li>5. Distinguish between significant and minor details.</li> <li>6. Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).</li> <li>7. Identify structure (e.g., description, compare, cause/effect, sequence) of nonfiction <b>text</b> to improve comprehension.</li> <li>8. Demonstrate understanding of structure through the use of <b>graphic organizers</b> and outlining (e.g., mapping, time lines, Venn diagrams).</li> <li>9. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and <b>context clues</b>, ask questions, retell, clarify terminology, seek additional information) continuously to clarify understanding during reading.</li> <li>10. Read age-appropriate material aloud with fluency and accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify <b>text</b> structure before reading.</li> <li>2. Identify author's ideas and purposes.</li> <li>3. Build and support plausible interpretations with evidence from the text through collaboration with others.</li> <li>4. Make connections to real world situations or related topics before and during reading.</li> <li>5. Identify main plot elements, conflicts, and <b>themes</b> in a variety of texts.</li> <li>6. Distinguish between significant and minor details.</li> <li>7. Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.</li> <li>8. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.</li> <li>9. Demonstrate understanding of structure through the use of <b>graphic organizers</b> and outlining (e.g., mapping, time lines, Venn diagrams).</li> <li>10. Apply survey strategies (e.g., use of bold print, organization of content, <b>key words</b>, graphics).</li> <li>11. <b>Summarize</b> ideas from text to make and defend accurate <b>inferences</b> about character traits and motivations.</li> <li>12. Interpret the meaning of figurative language in a variety of texts.</li> <li>13. Evaluate new information and hypotheses by comparing them to known information and ideas.</li> <li>14. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.</li> <li>15. Read aloud fluently (with expression, accuracy, and appropriate speed).</li> <li>16. Develop creative interpretations of reading.</li> <li>17. Select and read books for recreation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use skimming to preview reading materials and scanning to detect major visual patterns and identify <b>text</b> structure before reading.</li> <li>2. Make connections to real world situations or related topics before and during reading.</li> <li>3. Define and analyze information needed to carry out a procedure.</li> <li>4. Demonstrate understanding of structure through the use of <b>graphic organizers</b> and outlining (e.g., mapping, time lines, Venn diagrams).</li> <li>5. Infer and draw conclusions about text supported by textural evidence and experience.</li> <li>6. Analyze how structure contributes to the understanding of text.</li> <li>7. Read aloud fluently (with expression, accuracy, and appropriate speed).</li> <li>8. Apply self-monitoring techniques and adjust rate to increase comprehension.</li> <li>9. Select and read books for recreation.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**1B** Students who meet the standard can apply reading strategies to improve understanding and fluency.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Preview reading materials using pre-reading strategies (<b>e.g.</b>, skimming, scanning, predicting, <b>SQ3R</b>).</li> <li>2. Relate literature selections and informational <b>text</b> to self, world, and other texts.</li> <li>3. Identify text structure and create a mental/<b>visual representation</b> (<b>e.g.</b>, graphic organizer, outline, drawing) to use while reading.</li> <li>4. Apply self-monitoring and self-correcting strategies continuously to clarify understanding (<b>e.g.</b>, in addition to previous skills, draw <b>comparisons</b> to other readings).</li> <li>5. Demonstrate an accurate understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.</li> <li>6. Build, evaluate, and extend text interpretations through collaboration with others.</li> <li>7. Identify how different content areas require different organizational structures (<b>e.g.</b>, lists/sequence, comparison, cause/effect, problem/solution, classification).</li> <li>8. Read aloud fluently (with accuracy and appropriate speed).</li> <li>9. Select and read books for recreation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use previewing and predicting before reading, and questioning during reading.</li> <li>2. Relate reading with information from other sources (<b>e.g.</b>, prior knowledge, personal experience, other reading) using a variety of strategies.</li> <li>3. Analyze a variety of texts for purpose, structure, content, detail, and effect.</li> <li>4. Interpret and compare a variety of <b>texts</b> for purpose, structure, content, detail, and effect.</li> <li>5. Analyze overall <b>themes</b> and discover <b>coherence</b>.</li> <li>6. Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.</li> <li>7. Identify how different content areas require different organizational structures (<b>e.g.</b>, science text, literary text).</li> <li>8. Demonstrate fluency by reading aloud a variety of materials (<b>e.g.</b>, dialogue, dramatizations).</li> <li>9. Select and read books for recreation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Relate reading to self, world, and other <b>texts</b> and experiences and make connections to related information.</li> <li>2. Use both <b>implicit</b> and <b>explicit</b> information to form an interpretation of <b>text</b>.</li> <li>3. Define the characteristics and structures of a variety of complex literary <b>genres</b> and analyze how <b>genre</b> affects the meaning and function of the <b>texts</b>.</li> <li>4. Compare the author's strategies and organizational patterns in a variety of compositions.</li> <li>5. Analyze and compare a variety of <b>texts</b> for purpose, structure, content, detail, and effect.</li> <li>6. Demonstrate fluency with age-appropriate materials.</li> <li>7. Select and read books for recreation.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

## 1C Students who meet the standard can comprehend a broad range of reading materials.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Use evidence in <b>text</b> to form and refine questions, predictions, and <b>hypotheses</b>.</li> <li>2. Ask open-ended questions.</li> <li>3. Identify evidence for <b>inferences</b> and interpretations based on text combined with prior knowledge.</li> <li>4. Compare the content and organization (<b>e.g., themes, topics, text structure, story elements</b>) of various selections.</li> <li>5. Recognize similarities/ differences of varying styles or points of view.</li> <li>6. Select reading strategies for text appropriate to the reader's purpose.</li> <li>7. Synthesize key points (ideas) and supporting details to form conclusions.</li> <li>8. Interpret imagery and figurative language (e.g., alliteration, <b>metaphor, simile, personification</b>).</li> <li>9. Explain how authors and illustrators use <b>text</b> and art to express their ideas (e.g., points of view, design hues, metaphors).</li> <li>10. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.</li> <li>11. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.</li> <li>12. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Confirm, reject and modify questions, predictions, and <b>hypotheses</b> based on evidence in <b>text</b>.</li> <li>2. Use relevant and accurate references, most of which are specific and fully supported to make generalizations from content.</li> <li>3. Ask and respond to open-ended questions.</li> <li>4. Compare the <b>theme, topic, text structure, and story elements</b> of various selections within a content area.</li> <li>5. Interpret concepts or make connections through <b>analysis, evaluation, inference, and/or comparison</b>.</li> <li>6. Select reading strategies for text appropriate to the reader's purpose.</li> <li>7. Recognize how reader response is related to text interpretation.</li> <li>8. Identify the author's controlling idea/thesis.</li> <li>9. Interpret imagery and figurative language (<b>e.g., alliteration, metaphor, simile, personification</b>).</li> <li>10. Explain how illustrators use art to express their ideas.</li> <li>11. Recognize how illustrations from various cultures reflect, interpret, and enhance the text.</li> <li>12. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.</li> <li>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use <b>inferences</b> to improve and/or expand knowledge obtained from <b>text</b> and ask open-ended questions to improve critical thinking skills.</li> <li>2. Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.</li> <li>3. Identify <b>story elements, major and secondary themes</b> in text.</li> <li>4. Explain how story elements and themes contribute to the reader's understanding of text.</li> <li>5. Compare themes, topic, and story elements of various selections across content areas.</li> <li>6. Select reading strategies for text appropriate to the reader's purpose.</li> <li>7. Recognize similarities and differences when presented with varying styles or points of view.</li> <li>8. Recognize the influence of media on a reader's point of view concerning the interpretation of fiction or non-fiction materials.</li> <li>9. Recognize how illustrations reflect cultural styles of art and enhance meaning.</li> <li>10. Explain why some points are illustrated.</li> <li>11. Evaluate imagery and figurative language.</li> <li>12. Use text information to interpret tables, maps, visual aids, or charts.</li> <li>13. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

## 1C Students who meet the standard can comprehend a broad range of reading materials.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Use information from <b>text</b> to form, explain, and support questions and predictions.</li> <li>2. Generate and respond to questions that reflect higher level thinking skills (<b>e.g.</b>, <b>analysis</b>, <b>synthesis</b>, evaluation).</li> <li>3. Ask open-ended questions to improve critical thinking skills.</li> <li>4. <b>Summarize</b> and make generalizations from content and relate them to the purpose of the material.</li> <li>5. Explain how the <b>story elements</b>, point of view, and <b>theme</b> contribute to reader understanding of the text.</li> <li>6. Select reading strategies for text appropriate to the reader's purpose.</li> <li>7. Interpret concepts or make connections through analysis, evaluation, <b>inference</b>, and/or <b>comparison</b>.</li> <li>8. Compare story elements.</li> <li>9. Analyze and evaluate author's word choice.</li> <li>10. Connect, relate, interpret, and integrate information from various sources and <b>genres</b> (e.g., content area textbooks, novels, newspapers, magazines, poetry, drama, reference materials).</li> <li>11. Synthesize key points and supporting details to form conclusions.</li> <li>12. Recognize how illustrations reflect, interpret and enhance the text.</li> <li>13. Draw conclusions based on information found in visual information and data.</li> <li>14. Explain how visual information and data support written text.</li> <li>15. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask questions before, during, and after reading which demonstrate that understanding of the reading has progressed.</li> <li>2. Use topic, <b>theme</b>, organizational patterns, context, and point of view to guide interpretation.</li> <li>3. Interpret concepts or make connections through <b>analysis</b>, evaluation, <b>inference</b>, and/or <b>comparisons</b>.</li> <li>4. Analyze how authors and illustrators use <b>text</b> and art to express and emphasize their ideas (<b>e.g.</b>, imagery, multiple points of view).</li> <li>5. Identify and use criteria for evaluating the accuracy of text information.</li> <li>6. <b>Summarize</b> and make generalizations from content and relate them to the purpose of the material.</li> <li>7. Recognize kinds of writing (e.g., expository, persuasive, narrative).</li> <li>8. Explain and justify an interpretation of the text using relevant, accurate references.</li> <li>9. Challenge ideas presented in a text through questions about specific parts of the text.</li> <li>10. Interpret tables, graphs, diagrams, and maps in conjunction with related text by drawing conclusions to support text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use preview questions and predictions to guide reading across complex materials and confirm or deny predictions.</li> <li>2. Use topic, <b>theme</b>, organizational pattern, context, and point of view to guide interpretation.</li> <li>3. Analyze and defend an interpretation of <b>text</b> by integrating interpretation with text-based support.</li> <li>4. Evaluate how authors and illustrators use text and art to express their ideas.</li> <li>5. Critically evaluate information from multiple sources.</li> <li>6. <b>Summarize</b> and make generalizations from content and relate them to the purpose of the material.</li> <li>7. Analyze the techniques and effects of writing strategies.</li> <li>8. Synthesize key points and supporting detail to form conclusions.</li> <li>9. Analyze tables, graphs, diagrams, and/or maps for accuracy and relevancy for text support.</li> <li>10. Construct tables, graphs, and/or maps that are accurate and support written text.</li> <li>11. Recognize types of writing (<b>e.g.</b>, expository, persuasive, narrative).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**2A** Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Read a wide range of fiction.</li> <li>2. Identify <b>literary elements</b> and techniques in literary genres (<b>e.g.</b>, fables, biographies, historical fiction) and tell how they affect the story.</li> <li>3. Predict how the story might be different if the author changed literary elements or techniques (<b>e.g.</b>, dialect, setting, vocabulary).</li> <li>4. Explain how a technique or element affects the events or characterization in a literary work.</li> <li>5. Make <b>inferences</b> about character traits and check <b>text</b> for verification.</li> <li>6. Analyze the use of unfamiliar vocabulary.</li> <li>7. Use comprehension strategies (<b>e.g.</b>, association, categorization, <b>graphic organizers</b>) to enhance understanding.</li> <li>8. Identify ways in which fiction and nonfiction works are organized differently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read a wide range of fiction.</li> <li>2. Identify <b>literary elements</b> and literary techniques (<b>e.g.</b>, satire, characterization, narration, dialogue, figurative language) in a variety of <b>genres</b> and tell how they affect the work.</li> <li>3. Predict how the story might be different if the author changed certain literary elements or techniques (<b>e.g.</b>, dialect, setting, vocabulary).</li> <li>4. Describe how the development of <b>theme</b>, character, plot, and setting contribute to the overall impact of a piece of literature.</li> <li>5. Compare selections with similar characters, plots, and/or themes.</li> <li>6. Understand and use literary terms (<b>e.g.</b>, foreshadowing, <b>metaphor</b>, <b>simile</b>, symbolism, flashback, scene, dialogue).</li> <li>7. Transfer new vocabulary from literature into other contexts.</li> <li>8. Identify characteristics and authors associated with various literary forms (<b>e.g.</b>, short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</li> <li>9. Recognize and use cognitive strategies (<b>e.g.</b>, <b>analysis</b>, <b>synthesis</b>, <b>inference</b>) to enhance understanding.</li> <li>10. Compare ways in which different kinds of literature are organized (<b>e.g.</b>, plays, short stories, essays, poems).</li> </ol>	<ol style="list-style-type: none"> <li>1. Read a wide range of fiction/ nonfiction.</li> <li>2. Analyze and evaluate <b>literacy elements</b> (<b>e.g.</b>, character, plot, setting, <b>theme</b>, conflict) to determine their importance to the story.</li> <li>3. Predict how the story might be different if the author changed certain literary techniques (<b>e.g.</b>, dialect, setting, vocabulary).</li> <li>4. Use literature terminology accurately (<b>e.g.</b>, flashback, foreshadowing, <b>metaphor</b>, <b>simile</b>, personification, <b>onomatopoeia</b>, alliteration).</li> <li>5. Identify examples of connections among an author, the cultural and historical context, and the work.</li> <li>6. Use new vocabulary from literature in other contexts.</li> <li>7. Identify, analyze, and compare techniques used by authors to elicit reader response.</li> <li>8. Compare characteristics and elements of various literary <b>genre</b> (<b>e.g.</b>, short stories, novels, dramas, poetry, biographies).</li> <li>9. Make <b>inferences</b> regarding the motives of characters and consequences of their actions by citing the <b>text</b>.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**2A** Students who meet the standard can understand how literary elements and techniques are used to convey meaning.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Read extensively.</li> <li>2. Determine which <b>literacy elements</b>/techniques are dominant and subordinate in <b>text</b>.</li> <li>3. Explain how an author uses specific techniques to achieve intended effect.</li> <li>4. Explain how specific elements and techniques (<b>e.g.</b>, dialect, setting, vocabulary) enhance characterization.</li> <li>5. State how changes in technique might affect aspects of the story.</li> <li>6. Analyze nonfiction (<b>e.g.</b>, 5 w's).</li> <li>7. Identify details that reveal the <b>genre</b> (<b>e.g.</b>, short stories, novels, dramas, poetry, biographies).</li> <li>8. Use textual structure, word choice and style to identify detail that reveals the author's viewpoint.</li> <li>9. Evaluate how a text reflects a culture, society, or historical period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the author uses literary techniques to achieve the intended effect.</li> <li>2. Support assertions with evidence from the <b>text</b>.</li> <li>3. Explain how the author uses <b>literary elements (e.g.</b>, point of view, character) to achieve an intended effect.</li> <li>4. Identify details that reveal the author's style.</li> <li>5. Evaluate the impact of the author's word choice, language structure, and syntax.</li> <li>6. Identify the details that reveal the <b>genre</b> (<b>e.g.</b>, short stories, novels, dramas, fables, biographies).</li> <li>7. Demonstrate an understanding of the interrelationships among reader, author, form, and text.</li> <li>8. Evaluate how a text reflects a culture, society, or historical period.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate how the author uses <b>literary elements</b> and techniques to achieve the intended effect.</li> <li>2. Support assertions with evidence from the <b>text</b>.</li> <li>3. Critique the author's style or form.</li> <li>4. Evaluate an understanding of the interrelationships among reader, author, form, and text.</li> <li>5. Evaluate how a text reflects a culture, society, or historical period.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

## 2B Students who meet the standard can read and interpret a variety of literary works.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Create an extension to a literary <b>text</b> (e.g., alternate ending, additional dialog for a character).</li> <li>2. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.</li> <li>3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</li> <li>4. Compare ideas from texts representing a variety of times and cultures.</li> <li>5. Make <b>inferences</b> and draw conclusions about contexts, events, character, and settings.</li> <li>6. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).</li> <li>7. Support plausible interpretations with evidence from the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to fiction using interpretive and evaluative processes.</li> <li>2. Select favorite authors and <b>genres</b>.</li> <li>3. Connect literary selections to historical context.</li> <li>4. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.</li> <li>5. Discuss recurring themes across works in print and media.</li> <li>6. Compare themes, conflicts, and figurative language from diverse times and cultures.</li> <li>7. Make <b>inferences</b> and draw conclusions about contexts, events, character, and settings.</li> <li>8. Discuss the impact of author's word choice on content.</li> <li>9. Interpret nonfiction <b>text</b> and informational materials.</li> <li>10. Support plausible interpretations with evidence from the text.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to fiction using interpretive and evaluative processes.</li> <li>2. Make connections from text to text, text to self, and text to world.</li> <li>3. Interpret nonfiction <b>text</b> and informational materials.</li> <li>4. Sequence information needed to carry out a procedure.</li> <li>5. Distinguish between significant and minor details.</li> <li>6. Extend a literary text (e.g., alternate endings, additional dialog for a character).</li> <li>7. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

## 2B Students who meet the standard can read and interpret a variety of literary works.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Respond to <b>text</b>.</li> <li>2. Make connections from text to text, text to self, and text to world.</li> <li>3. <b>Paraphrase, summarize, synthesize, and evaluate</b> information from a variety of texts and <b>genres</b>.</li> <li>4. Make connections between text and its culture.</li> <li>5. Use literary themes to connect recurring problems over time and across cultures.</li> <li>6. Investigate how attitudes toward a situation or problem change in different periods of history or in different cultures.</li> <li>7. Engage in literary discussions (<b>e.g.</b>, conflict, resolutions, relevance, background, effectiveness, realism).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify ideas and impressions communicated through a variety of literary works.</li> <li>2. Respond to <b>text</b> by evaluating key ideas.</li> <li>3. Support an evaluation of the text using content from the media.</li> <li>4. Make connections between a text and its cultural environment.</li> <li>5. Evaluate how attitudes toward a situation or problem (<b>e.g.</b>, attitudes concerning environment, immigrants, poverty, parent-child relationships) change in different periods of history or in different cultures.</li> <li>6. Evaluate a character's behavior.</li> <li>7. Engage in literary discussions (<b>e.g.</b>, conflict, resolutions, relevance, background, effectiveness, realism).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and compare ideas and impressions communicated through a variety of literary works.</li> <li>2. Evaluate an interpretation by linking the interpretation to specific aspects of the <b>text</b>.</li> <li>3. Demonstrate how a text reflects its time, place, and circumstances.</li> <li>4. Construct connections to relevant aspects of contemporary and historical human experience.</li> <li>5. Evaluate the treatment of issues in works from varying historical periods and cultural perspectives.</li> <li>6. Engage in literary discussions (<b>e.g.</b>, conflict, resolutions, relevance, background, effectiveness, realism).</li> </ol>
<p style="text-align: center;">Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		

# English – Language Arts Performance Descriptors

**3A** Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Write paragraphs that include a variety of sentence types (<b>i.e.</b>, declarative, interrogative, exclamatory, imperative).</li> <li>2. Develop multi-paragraph compositions that include an introduction, first and <b>second level support</b>, and a conclusion.</li> <li>3. Use a variety of sentence structures (<b>e.g.</b>, simple, compound).</li> <li>4. Use basic transition words to connect ideas.</li> <li>5. Proofread for correct English conventions.</li> <li>6. Demonstrate appropriate use of various parts of speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop multi-paragraph compositions that include an introduction, first and <b>second level support</b>, and a conclusion.</li> <li>2. Use a variety of sentence structures (<b>e.g.</b>, simple, compound/complex) and sentence types (<b>i.e.</b>, declarative, interrogative, exclamatory, imperative).</li> <li>3. Use basic transition words/phrases to connect ideas.</li> <li>4. <b>Proofread</b> for correct English conventions.</li> <li>5. Demonstrate appropriate use of the eight parts of speech.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop compositions that include a variety of sentence structures (<b>i.e.</b>, simple, compound, complex, compound/complex) and sentence types (<b>i.e.</b>, interrogative, exclamatory, imperative, declarative).</li> <li>2. Use transitional words and phrases within and between paragraphs.</li> <li>3. <b>Proofread</b> for correct English conventions.</li> <li>4. Demonstrate appropriate use of the eight parts of speech.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**3A** Students who meet the standard can use correct grammar, spelling, punctuation, capitalization and structure.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Develop compositions that contain complete sentences and effective paragraphs.</li> <li>2. Use effective transition words and phrases within and between paragraphs.</li> <li>3. Use appropriate sentence structure (<b>i.e.</b>, simple, compound, complex, compound/complex) and sentence types (<b>i.e.</b>, interrogative, imperative, declarative, exclamatory).</li> <li>4. <b>Proofread</b> for correct English conventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compose and edit using Standard English (<b>e.g.</b>, clarity, subject/verb agreement, adverb/adjective agreement, verb tense, audience, purpose for writing).</li> <li>2. <b>Format</b> documents in final form for submission and/or publication.</li> <li>3. Proofread for correct English conventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Edit/revise draft documents to more effectively communicate the intended message.</li> <li>2. Produce grammatically correct document using <b>standard manuscript specification</b> for a variety of purposes and audiences.</li> <li>3. Use appropriate style manuals and guides (<b>e.g.</b>, <b>MLA, APA</b>).</li> <li>4. <b>Format</b> documents in final form for submission and/or publication.</li> <li>5. <b>Proofread</b> for correct English conventions.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**3B** Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Use prewriting strategies to choose a topic and generate ideas (<b>e.g.</b>, webbing, <b>brainstorming</b>, listing, note taking, outlining, drafting, <b>graphic organizers</b>).</li> <li>2. Establish and maintain a focus.</li> <li>3. Develop a topic sentence that is supported with details.</li> <li>4. Organize a coherent structure appropriate to purpose (<b>i.e.</b>, narration, exposition, persuasion), audience, and context using paragraphs and transition words.</li> <li>5. Use appropriate transition words to connect ideas.</li> <li>6. Elaborate ideas through facts, details, description, reasons, narration.</li> <li>7. Use adjectives, adverbs, and prepositional phrases to enrich written language.</li> <li>8. Revise and edit (<b>e.g.</b>, conference with self, peer, volunteer, teacher).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pre-writing strategies (<b>e.g.</b>, webbing, <b>brainstorming</b>, listing, note taking, outlining, <b>graphic organizers</b>).</li> <li>2. Analyze basic audience and purpose for writing and choose the appropriate form (<b>e.g.</b>, letters, poems, reports, narratives).</li> <li>3. Establish and maintain focus/organization within and across paragraphs (coherence/cohesion).</li> <li>4. Use organizational patterns (<b>e.g.</b>, sequence, cause/effect, <b>comparison</b>).</li> <li>5. Write using organization (<b>e.g.</b> introduction, body, conclusion) and elaboration (<b>second level support</b>) that demonstrate <b>coherence</b>.</li> <li>6. Use figurative language.</li> <li>7. Use appropriate transitional words and phrases to connect and unify key ideas.</li> <li>8. Edit and revise content.</li> <li>9. Select effective <b>formats</b> for publication.</li> <li>10. Use available technology (<b>e.g.</b>, word processing, desktop publishing, electronic dictionary/glossary, printing).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use pre-writing strategies.</li> <li>2. Analyze audience and purpose for writing, and choose the appropriate form (<b>e.g.</b>, letters, editorials, reviews, poems, reports, narratives).</li> <li>3. Begin to establish a personal voice and style.</li> <li>4. Use an effective and coherent organizational pattern (<b>e.g.</b>, sequence, cause/effect, <b>comparison</b>).</li> <li>5. Write using organization (<b>i.e.</b>, introduction, body, conclusion) and elaboration (<b>second level support</b>) that demonstrate <b>coherence</b>.</li> <li>6. Use figurative language.</li> <li>7. Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices.</li> <li>8. Edit and revise to maintain a consistent tone and focus throughout a piece of writing.</li> <li>9. Select effective <b>formats</b> for publication of final product.</li> <li>10. Use available technology (<b>e.g.</b>, word processing, desktop publishing, electronic dictionary/ glossary, printing).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**3B** Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Select and apply appropriate pre-writing strategies (e.g., webbing, <b>brainstorming</b>, listing, note taking, outlining, research).</li> <li>2. Compose a clear thesis/claim that contains the main idea in an essay.</li> <li>3. Choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose.</li> <li>4. Use an effective, coherent organizational pattern (e.g., sequence, cause/effect, <b>comparison</b>, classification).</li> <li>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and <b>second level support</b>) that demonstrate <b>coherence</b>.</li> <li>6. Use figurative language.</li> <li>7. Use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.</li> <li>8. Edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing.</li> <li>9. Select effective <b>formats</b> for publication of final product.</li> <li>10. Use available technology.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use <b>writing process</b> of prewriting, drafting, revision, editing, and publication to produce work.</li> <li>2. Compose a clear thesis/claim that contains the main idea in an essay.</li> <li>3. Defend word and/or technique choice appropriate for specific audiences.</li> <li>4. Alter a document to address a different audience and/or purpose.</li> <li>5. Use a variety of <b>genres</b> (e.g., essay, poetry, short story).</li> <li>6. Evaluate and use figurative language.</li> <li>7. Identify and use analogy in writing.</li> <li>8. Use a variety of revision strategies to improve clarity of work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize around a structure appropriate to purpose, audience, and context.</li> <li>2. Compose a clear thesis/claim that contains the main idea in an essay.</li> <li>3. Communicate the intended message.</li> <li>4. Elaborate ideas.</li> <li>5. Employ appropriate editing and revision strategies.</li> <li>6. Evaluate and demonstrate the use of figurative language.</li> <li>7. Critique word and/or technique choices.</li> <li>8. Publish writing using an appropriate <b>format</b>.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**3C** Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Use appropriate language, detail, and <b>format</b> for a specified audience.</li> <li>2. Use the characteristics of a well-developed narrative, expository, and persuasive piece.</li> <li>3. Write creatively for a specified purpose and audience (<b>e.g.</b>, short story, poetry, directions, song, friendly letter).</li> <li>4. Use available technology to design, produce, and present compositions and multimedia works.</li> <li>5. Compose a multi-paragraph piece which presents one position of an issue that offers sufficient support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use appropriate language, details, and <b>format</b> for a specified audience (<b>e.g.</b>, gender, age, prior knowledge, interest).</li> <li>2. Compose writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</li> <li>3. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</li> <li>4. Develop a multi-paragraph piece of persuasive writing.</li> <li>5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, directions, TV commercial).</li> <li>6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).</li> <li>7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compose expository writing that supports a topic or thesis statement with evidence (<b>e.g.</b>, newspaper article, pamphlet, report, brochure, manual, business letter).</li> <li>2. Write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</li> <li>3. Develop a multi-paragraph piece of persuasive writing.</li> <li>4. Use appropriate language, details, and <b>format</b> for a specified audience (e.g., gender, age, prior knowledge, interest).</li> <li>5. Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial).</li> <li>6. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (e.g., cause/effect, compare/contrast).</li> <li>7. Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**3C** Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Use appropriate language, details, and <b>format</b> for a specified audience.</li> <li>2. Write creatively for a specified purpose and audience (<b>e.g.</b>, short story, poetry, radio scripts, play, TV commercial).</li> <li>3. Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression.</li> <li>4. Compose a multi-paragraph piece of expository writing.</li> <li>5. Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (<i>e.g.</i>, cause/effect, compare/contrast).</li> <li>6. Use available technology (<i>e.g.</i>, web pages, presentations, speeches) to design, produce, revise, and present compositions and multi-media works.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compose informational writing (<b>e.g.</b>, narrative, expository, persuasive, argumentative) that supports a topic or thesis statement with well-articulated evidence.</li> <li>2. Compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.</li> <li>3. Complete a sample application accurately using standard grammatical conventions.</li> <li>4. Adjust voice, tone, vocabulary, and grammatical conventions according to both purpose and audience.</li> <li>5. Demonstrate the proper <b>format</b>/conventions for business letters.</li> <li>6. Convert a formal letter into an informal one (or vice versa).</li> <li>7. Develop a cover letter and resume for a particular job title.</li> <li>8. Write creatively for a specified purpose and audience.</li> <li>9. Use available technology to draft, design, produce, revise, and present compositions and multimedia works for specified audiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write on one topic for different audiences by adjusting tone, voice, vocabulary, and grammar conventions.</li> <li>2. Compose an argumentative paper that objectively evaluates 2 or more positions on an issue and selects the best position, based on the evidence presented.</li> <li>3. Accomplish the assumed purpose (<b>e.g.</b>, job application, resume, petition).</li> <li>4. Apply appropriate <b>format</b> and structure that effectively address a variety of real-life situations.</li> <li>5. Adjust voice, tone, vocabulary, and grammatical conventions according to purpose and audience.</li> <li>6. Evaluate a variety of compositions for purpose, structure, content, and details.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

## 4A Students who meet the standard can listen effectively in formal and informal situations.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Evaluate the situation and assume appropriate listening mode.</li> <li>2. Record appropriate notes from presentation.</li> <li>3. Distinguish between nonverbal and verbal messages.</li> <li>4. Separate main ideas from supporting facts and details.</li> <li>5. <b>Paraphrase</b> and <b>summarize</b> the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).</li> <li>6. Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions).</li> <li>7. Modify, control, and block out distractions.</li> <li>8. Paraphrase or repeat and execute multi-stepped directions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate the situation and assume appropriate listening mode.</li> <li>2. Focus attention on speaker as sender of the message.</li> <li>3. Identify and analyze factors that will impact the message (e.g., dialect, language styles, setting, word choice).</li> <li>4. Differentiate between formal and informal purposes for listening.</li> <li>5. Distinguish between nonverbal and verbal messages.</li> <li>6. Differentiate between the speaker's factual and emotional content.</li> <li>7. Infer speaker's bias and purpose.</li> <li>8. Recognize personal bias and its impact on the message.</li> <li>9. Separate main ideas from supporting facts and details.</li> <li>10. Anticipate information that might be forthcoming from presenter.</li> <li>11. Formulate questions needed to gather and clarify information.</li> <li>12. Contribute relevant and idea-inspiring comments during discussions.</li> <li>13. <b>Paraphrase</b> and <b>summarize</b>, in both oral and written form, information in formal and informal presentations.</li> <li>14. Modify, control, and block out distractions.</li> <li>15. Restate a set of instructions in the order given and complete the task.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focus attention on speaker as sender of the message.</li> <li>2. Record appropriate notes and rough outlines while listening.</li> <li>3. Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).</li> <li>4. Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.</li> <li>5. Determine meaning from speaker's words, voice, and body.</li> <li>6. Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.</li> <li>7. Separate main ideas, facts, and supporting details in oral messages.</li> <li>8. Infer and draw conclusions (i.e., "if this is what you are saying, may I correctly conclude that ...").</li> <li>9. Synthesize, analyze, and evaluate information.</li> <li>10. <b>Paraphrase</b> and <b>summarize</b>, in both oral and written form, information in formal/informal presentations.</li> <li>11. Ask and respond to relevant questions.</li> <li>12. Follow a multi-step set of instructions to complete a task.</li> <li>13. Modify, control, block out both internal and external distractions.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

## 4A Students who meet the standard can listen effectively in formal and informal situations.

Stage H	Stage I	Stage J		
<ol style="list-style-type: none"> <li>1. Appraise the situation and assume the appropriate listening mode.</li> <li>2. Separate main ideas, supporting facts, and details while listening.</li> <li>3. Record appropriate notes and rough outlines with editorial comments.</li> <li>4. Critique the relationship between a speaker's verbal communication skills (<b>e.g.</b>, word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).</li> <li>5. Determine meaning from speaker's <b>denotations</b> and <b>connotations</b>.</li> <li>6. Differentiate between the speaker's factual and emotional content.</li> <li>7. Infer speaker's bias and purpose.</li> <li>8. Analyze, <b>paraphrase</b>, and <b>summarize</b> information, in both oral and written form, information in formal/ informal presentations.</li> <li>9. Formulate probing, idea-generating questions to clarify meaning.</li> <li>10. Follow a multi-step set of instructions to complete a task.</li> <li>11. Modify, control, block out both internal and external distractions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.</li> <li>2. Analyze, synthesize, and evaluate information from recorded materials and live presentations.</li> <li>3. <b>Paraphrase</b> and <b>summarize</b>, with appropriate editorial comments, information from formal, informal, and media presentations.</li> <li>4. Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning.</li> <li>5. Analyze and evaluate verbal and nonverbal cues.</li> <li>6. Critique the relationship between a speaker's verbal communication skills (<b>e.g.</b>, word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).</li> <li>7. Modify, control, block out both internal and external distractions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of materials, concepts, and ideas.</li> <li>2. Analyze, synthesize, and evaluate information.</li> <li>3. Analyze possible alternative viewpoints related to the content of verbal presentations (<b>e.g.</b>, debates).</li> <li>4. Develop and ask questions related to the content and purpose of oral/media presentations.</li> <li>5. <b>Paraphrase</b> and/or <b>summarize</b> information with appropriate editorial comment.</li> <li>6. Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).</li> </ol>		
Grade 6 (E-F-G)	Grade 7 (F-G-H)	Grade 8 (G-H-I)	Grade 9-10 (H-I-J)	Grade 11-12 (I-J)

# English Language Arts Performance Descriptors

**4B** Students who meet the standard can speak effectively using language appropriate to the situation and audience.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Analyze characteristics of one's audience and prepare appropriate presentations.</li> <li>2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.</li> <li>3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.</li> <li>4. Use language that is clear, audible, and appropriate.</li> <li>5. Use appropriate grammar, word choice, and pacing.</li> <li>6. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).</li> <li>7. Use notes and outlines.</li> <li>8. Prepare and practice the presentation to fit within a given time limit.</li> <li>9. Use notes and outlines.</li> <li>10. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).</li> <li>11. Identify and use discussion techniques to arrive at a consensus of opinion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze characteristics of one's audience and prepare appropriate presentations.</li> <li>2. Evaluate and select details appropriate for informing, entertaining and persuading.</li> <li>3. Align vocabulary and style to the intent of the message.</li> <li>4. Use language that is clear, audible, and appropriate.</li> <li>5. Use appropriate grammar, word choice, and pacing.</li> <li>6. Incorporate appropriate nonverbal expressions that support the message (e.g., facial expressions, gestures, posture, eye contact).</li> <li>7. Use notes and outlines.</li> <li>8. Prepare and practice a presentation to fit within a given time limit.</li> <li>9. Use rehearsal techniques (e.g., taking deep breaths, recording or video taping presentation) to plan and practice the presentation.</li> <li>10. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).</li> <li>11. Identify and use discussion techniques to arrive at a consensus of opinion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.</li> <li>2. Employ an engaging introduction, appropriate organization, and an effective conclusion.</li> <li>3. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).</li> <li>4. Use language that is clear, audible, and appropriate.</li> <li>5. Use appropriate grammar, word choice, and pacing.</li> <li>6. Use notes, outlines, and visual aids.</li> <li>7. Prepare and practice a presentation to fit within a given time limit.</li> <li>8. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.</li> <li>9. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).</li> <li>10. Identify and use discussion techniques to arrive at a consensus of opinion.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**4B** Students who meet the standard can speak effectively using language appropriate to the situation and audience.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.</li> <li>2. Employ an engaging introduction, appropriate organization, and an effective conclusion.</li> <li>3. Use verbal and nonverbal cues to engage the audience.</li> <li>4. Use language that is clear, audible, and appropriate.</li> <li>5. Use appropriate grammar, word choice, and pacing.</li> <li>6. Utilize available technological resources (<b>e.g.</b>, Internet, video, overhead, pictures, maps, diagrams).</li> <li>7. Incorporate feedback to make impromptu modifications.</li> <li>8. Manage use of note cards, <b>graphic organizers</b>, various forms of outlining and/or other visual aids in oral presentations.</li> <li>9. Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.</li> <li>10. Evaluate and provide evidence to support <b>synthesis</b> of other people's content or feelings.</li> <li>11. Rehearse presentations to overcome communication anxiety and apprehension.</li> <li>12. Demonstrate composure while confronting and rebutting opposing viewpoints.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively the intended message.</li> <li>2. Use effective verbal and nonverbal feedback (response) strategies to adjust message.</li> <li>3. Use a variety of verbal and nonverbal cues (<b>e.g.</b>, pauses, posture change, location, tone of voice.)</li> <li>4. Use language that is clear, audible, and appropriate.</li> <li>5. Use appropriate grammar, word choice, and pacing.</li> <li>6. Demonstrate effective use of visual aids and available technology.</li> <li>7. Rehearse presentations to overcome communication anxiety and apprehension.</li> <li>8. Demonstrate composure while confronting or rebutting opposing views.</li> <li>9. Recognize and assume differing roles within a group.</li> <li>10. Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate effectively the intended message.</li> <li>2. Use effective non-verbal feedback (response) strategies.</li> <li>3. Use a variety of verbal and non-verbal cues.</li> <li>4. Speak clearly and confidently (<b>e.g.</b>, use good volume, eye contact, body language).</li> <li>5. Use appropriate grammar, word choice, and pacing.</li> <li>6. Demonstrate effective use of visual aids and available technology.</li> <li>7. Analyze possible discussion roles; select, evaluate, and reselect as appropriate.</li> <li>8. Analyze information to make appropriate predictions and judgments.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**5A** Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Generate questions of interest and narrow the focus of research.</li> <li>2. Develop <b>hypotheses</b> based on prior knowledge.</li> <li>3. Gather information based on a hypothesis (<b>e.g.</b>, note taking).               <ol style="list-style-type: none"> <li>a. Identify and use (with limited support) a variety of sources (<b>e.g.</b>, reference books, magazines, interviews).</li> <li>b. Recognize criteria for determining credible sources.</li> <li>c. Determine appropriate resources.</li> </ol> </li> <li>4. Compare (with limited support) information from a variety of sources.</li> <li>5. Arrange information in an orderly manner (<b>e.g.</b>, outlining, sequencing, graphic organizers).</li> <li>6. Design a research plan and prepare a project.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select a topic from a list of topics.</li> <li>2. Formulate questions to direct research.</li> <li>3. Gather information based on hypotheses.</li> <li>4. Define the focus of research.</li> <li>5. Apply criteria for determining credibility of sources.</li> <li>6. Choose a variety of resources (<b>e.g.</b>, newspaper, magazine, reference books, electronic information) to gain new information.</li> <li>7. Organize and integrate information from a variety of sources (<b>e.g.</b>, books, interviews, library reference materials, web sites, CD/ROMS).</li> <li>8. Arrange information in an orderly manner (<b>e.g.</b>, outlining, sequencing).</li> <li>9. Develop a bibliography using a simple, acceptable form.</li> <li>10. Design and prepare a project using multiple sources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select a topic from a list of topics.</li> <li>2. Formulate questions to direct research.</li> <li>3. Identify approaches (<b>e.g.</b>, problem/solution, comparison, narrative history, research paper).</li> <li>4. Define the focus of research.</li> <li>5. Apply criteria for determining credibility for each source identified.</li> <li>6. Choose a variety of resources (<b>e.g.</b>, newspaper, magazine, reference books, electronic information) to gain new information.</li> <li>7. Arrange information in an orderly manner (<b>e.g.</b>, note cards, outlining).</li> </ol>
<p>Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		

# English Language Arts Performance Descriptors

**5A** Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Survey, with appropriate guidance, a subject and select a topic.</li> <li>2. Identify steps that need to be taken to present an idea or solve a problem using multiple sources.</li> <li>3. Choose a variety of sources to gain new information or solve a problem.</li> <li>4. Identify accurate, current, and credible sources to solve problems or answer questions through research.</li> <li>5. Arrange information in an orderly manner (<b>e.g.</b>, outlining, sequencing.)</li> <li>6. Follow appropriate style manual accurately (e.g., APA, MLA).</li> </ol>	<ol style="list-style-type: none"> <li>1. Survey, with minimal guidance, a subject and select a topic.</li> <li>2. Distinguish among kinds of information needed to solve a problem, present possible solutions, or extend information about a topic or problem (<b>e.g.</b>, fact/opinion, example/evidence).</li> <li>3. Apply criteria for determining the credibility of multiple sources of information.</li> <li>4. Organize information for different <b>formats</b> (e.g., narrative report, data <b>analysis</b>).</li> <li>5. Follow appropriate style manual accurately (e.g., APA, MLA).</li> </ol>	<ol style="list-style-type: none"> <li>1. Survey a subject and select a topic.</li> <li>2. Distinguish among kinds of data needed to solve a problem, present possible solutions, or extend information about a topic or problem (<b>e.g.</b>, fact/opinion, example/evidence).</li> <li>3. Evaluate a number of informational sources for relevancy and accuracy.</li> <li>4. Develop, collect, and analyze various kinds of information related to a topic.</li> <li>5. Organize information for a presentation.</li> <li>6. Follow appropriate style manual accurately (e.g., APA, MLA).</li> </ol>
<p>Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		

# English Language Arts Performance Descriptors

**5B** Students who meet the standard can analyze and evaluate information acquired from various sources.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Analyze information from primary print and non-print sources.</li> <li>2. Evaluate information from various sources by applying a set of criteria (<b>e.g.</b>, accuracy, timeliness, reliability).</li> <li>3. Use information from footnotes, illustrations, diagrams, charts, and graphs.</li> <li>4. Identify relevant primary and secondary sources.</li> <li>5. Recognize the purpose of a <b>bibliography</b>.</li> <li>6. Develop a bibliography using a simple, acceptable form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze information from primary print and non-print sources.</li> <li>2. Evaluate sources by applying a set of criteria (<b>e.g.</b>, accuracy, timeliness, reliability).</li> <li>3. Use information from footnotes, illustrations, diagrams, charts, and graphs.</li> <li>4. Evaluate and select primary and <b>secondary sources</b>.</li> <li>5. Use a <b>bibliography</b> for a variety of purposes.</li> <li>6. Develop a bibliography using a simple, acceptable form.</li> <li>7. Cite the source of all direct quotations.</li> <li>8. Cite the source of all <b>paraphrased/summarized</b> information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze information from primary and secondary print and non-print sources.</li> <li>2. Develop a <b>bibliography</b> from identified and evaluated information.</li> <li>3. Cite the source(s) of all direct quotations.</li> <li>4. Cite source(s) of all <b>paraphrased</b> and <b>summarized</b> information.</li> <li>5. Recognize how to develop a source(s) cited page.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**5B** Students who meet the standard can analyze and evaluate information acquired from various sources.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Analyze information from primary and secondary print and non-print sources.</li> <li>2. Develop a <b>bibliography</b>/ source(s) cited from identified and evaluated information.</li> <li>3. Cite the source(s) of all direct quotations and <b>paraphrased/summarized</b> information.</li> <li>4. Recognize how to develop source(s) cited page from only the sources used in paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and evaluate information.</li> <li>2. Use criteria (<b>e.g.</b>, accuracy, timeliness, reliability) to evaluate primary and <b>secondary sources</b> (e.g., juried article, <b>edited text</b>, reputation of author/publisher).</li> <li>3. Select source(s) and identify the reasoning strategies (e.g., inductive, deductive) that support major ideas developed by the writer.</li> <li>4. Cite the source(s) of all direct quotations and <b>paraphrased/summarized</b> information.</li> <li>5. Develop a <b>bibliography</b> and a source(s) cited page using an appropriate <b>format</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify information most pertinent to task.</li> <li>2. Develop simple conclusions based on inductive and/or <b>deductive reasoning</b>.</li> <li>3. Defend relevant information by linking it to the problem and/or area requiring clarification.</li> <li>4. Cite all source(s) of quoted and borrowed information.</li> <li>5. Develop a <b>bibliography</b> and a <b>works/sources cited</b> page using an appropriate <b>format</b>.</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**5C** Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

Stage E	Stage F	Stage G
<ol style="list-style-type: none"> <li>1. Select an appropriate <b>format</b> to accommodate characteristics of audiences (<b>e.g.</b>, age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</li> <li>2. Use <b>text</b>, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia).</li> <li>3. Communicate in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).</li> <li>4. Revise/edit the work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select and justify adaptations in <b>format</b> to accommodate characteristics of audiences (<b>e.g.</b>, age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</li> <li>2. Evaluate and select <b>text</b>, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games).</li> <li>3. Communicate, in an appropriate format, information that was gathered by either inquiry or research (e.g., interviews, surveys, software presentations).</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and synthesize original work and researched information.</li> <li>2. Evaluate use of <b>text</b>, graphic materials, and visual aids to present information.</li> <li>3. Select and justify adaptations in <b>format</b> to accommodate characteristics of audiences (<b>e.g.</b>, age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</li> <li>4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations).</li> </ol>
Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)		

# English Language Arts Performance Descriptors

**5C** Students who meet the standard can apply acquired information, concepts and ideas to communicate in a variety of formats.

Stage H	Stage I	Stage J
<ol style="list-style-type: none"> <li>1. Analyze, evaluate, and synthesize original work and researched information.</li> <li>2. Use effective print and non-print documents.</li> <li>3. Justify adaptations in <b>format</b> to accommodate characteristics of audiences (<b>e.g.</b>, age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).</li> <li>4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:               <ul style="list-style-type: none"> <li>• Effectively communicates the intended message;</li> <li>• Engages the audience's interest;</li> <li>• Establishes and maintains a focus;</li> <li>• Organizes around a structure appropriate to purpose, audience, and context;</li> <li>• Elaborates ideas through facts, details, description, analysis, and narration;</li> <li>• Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Match the method of inquiry to the question or problem.</li> <li>2. Use multiple, reliable sources to develop and support major ideas.</li> <li>3. Revise, edit, and <b>proofread</b>.</li> <li>4. Design and present, as an individual or group, a written, oral, video, or multimedia project that:               <ul style="list-style-type: none"> <li>• Effectively communicates the intended message;</li> <li>• Engages the audience's interest;</li> <li>• Establishes and maintains a focus;</li> <li>• Organizes around a structure appropriate to purpose, audience, and context;</li> <li>• Elaborates ideas through facts, details, description, analysis, and narration;</li> <li>• Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</li> </ul> </li> <li>5. Critique an individual or group project (<b>e.g.</b>, written, oral, video, multimedia).</li> </ol>	<ol style="list-style-type: none"> <li>1. Use multiple, reliable sources to develop and support major ideas in an oral or multimedia presentation.</li> <li>2. Choose, evaluate, and use multiple primary and <b>secondary sources</b>.</li> <li>3. Organize, edit, and revise information for presentation to an audience.</li> <li>4. Design and present an individual and/or group written, oral, video, or multimedia project that:               <ul style="list-style-type: none"> <li>• Effectively communicates the intended message;</li> <li>• Engages the audience's interest;</li> <li>• Establishes and maintains a focus;</li> <li>• Organizes around a structure appropriate to purpose, audience, and context;</li> <li>• Elaborates ideas through facts, details, description, analysis, and narration;</li> <li>• Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.</li> <li>• Shows <b>synthesis</b> of multiple sources with new ideas/concepts generated.</li> </ul> </li> <li>5. Critique an individual or group project (<b>e.g.</b>, written, oral, video, multimedia).</li> </ol>
<p>Grade 6 (E-F-G)    Grade 7 (F-G-H)    Grade 8 (G-H-I)    Grade 9-10 (H-I-J)    Grade 11-12 (I-J)</p>		



## GLOSSARY

**ANALYSIS** – 1. Level four of Bloom's *Taxonomy of Educational Objectives*.  
 2. Separating into basic parts for detailed study. 3. The detailed examination of anything complex. 4. In literature, the study of a work through an examination of its component parts and their interrelationships.

**APA** – The style manual for documenting the use of sources in researched writing that is prescribed by the American Psychological Association.

**ASSONANCE** – The resemblance of sounds in words or syllables, particularly the closely recurring vowel sounds in stressed syllables of poetry (e.g., fleet feet sweep by sleeping geese).

**BIBLIOGRAPHY** - An alphabetical listing of ALL works consulted.

**BRAINSTORM** – An unstructured group invention technique to discover known information about a subject. Members of the group contribute information as they recall it with no attempt to organize the material.

**CITATION FORMAT** – A formal method for recognizing the borrowing of written or spoken words from an authority, either paraphrased or directly quoted. Common formats include, but are not limited to, APA and MLA styles.

**COHERENCE** – 1. The clear and orderly progression of ideas from beginning to end of a written piece. 2. The quality of writing which results in ideas/sentences blending together smoothly. 3. The top to bottom logic found in a well structured written piece.

**COMPARISON - CONTRAST** – The analysis of similarities between two apparently dissimilar items or the differences between two apparently similar items.

**COMPLEMENT** – The third component of some kinds of sentences (subject/verb/complement structure). Complements include direct object, predicate adjective, predicate noun, indirect and direct object pair, direct object and objective complement pair.

**CONNOTATION** – Suggested and associated meanings added to the literal meaning of a word or phrase. Connotations have context- and usage-derived meanings.

**CONSONANCE** - The resemblance of sounds in words or syllables, particularly the closely recurring consonant sounds in stressed syllables of poetry (e.g., the lady lounges lazily; dark, deep dread crept in).

**CONTEXT (UAL) CLUES** – Cues to the meaning of an unfamiliar word that occur in the sentence(s) or paragraph(s) in which the word appears.

**DECODING** –The process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues).

**DEDUCTIVE REASONING** – Reasoning from the general to the specific. A conclusion is shown to proceed logically from a general truth.

**DENOTATION** – The literal (dictionary) definition of a word.

**DR-TA (Directed Reading-Thinking Activity)** –An activity in which readers are encouraged to read, think and predict about the reading selection.

**EDITED TEXT** - Text that has been evaluated for content and organization as opposed to an evaluation of the mechanics of writing.

e.g. – *exempli gratia* - for example (not intended to be a complete list).

**ETYMOLOGY** – The study of word origins.

**EXPLICIT** – Clearly stated, distinct, fully and clearly expressed. A literary work leaves nothing implied; everything is clearly and directly stated.

**FIRST LEVEL SUPPORT** – In writing, the sentences that expand and/or clarify the meaning of the topic sentence in a paragraph.

**FORMAT** -- Specifications that determine the physical appearance of a written piece (e.g., margins, typeface and size, title, subheadings).

**GENRE** – 1. A category or class of artistic endeavor having a common artistic form or content. 2. In literature, genres include the following: short story, drama, novel, fable, biography, poetry, epic.

**GRAPHEME** – The smallest part of written language that represents a phoneme in the spelling of a word.

**GRAPHIC ORGANIZERS** – Visual aids (e.g., Venn diagrams, webs, K-W-L) used to arrange generated information in an orderly manner.

**HYPERBOLE** – 1. Obvious and deliberate exaggeration. 2. A figure of speech not intended to be taken literally (She has taught English for a hundred years!).

**HYPOTHESIS/HYPOTHESES** – An assumption, guess, or conjecture that can be proved or disproved by comparison with observed facts.

**IDIOMS** – 1. Language, dialect, jargon or style of speaking representative of a group of people. 2. Phrases or constructions with meaning different from the usual meaning of the words.

i.e.– *id est* - that is. All examples are included in the listing.

**IMPLICIT** – Not specifically stated; not expressed in direct terms; implied or inferred.

**INDUCTIVE REASONING** – Reasoning from the specific to the general. A general truth is inferred from the observation of specific facts.

INFERENCE – a judgment or conclusion based on evidence presented.

JURIED TEXT – A source of information that has undergone a review process by authorities in a field of study.

KEY WORD – A kind of context clue used to identify information or clarify meaning.

K-W-L (what you Know; what you Want to learn; what you Learn) – An investigative technique.

LITERARY ELEMENTS – See story elements

METAPHOR – 1. An implied comparison between two things that are only alike in the way they are being compared. (e.g., ...and the fog crept in on little cat feet.)

METER – Pattern of stressed and unstressed syllables in a line of a poem.

MISCUE ANALYSIS – 1. A technique for determining and analyzing mistakes in oral reading. 2. A formal examination of the use of miscues as the basis for determining the strengths and weaknesses in the background experiences and language skills of students as they read (*The Literacy Dictionary – Theodore Harris, Richard Hodges (editors), IRA, 1995*).

MLA - The style manual for documenting the use of sources in researched writing that is prescribed by the Modern Language Association.

ONOMATOPOEIA – Words that echo a sound from nature. (e.g., ring, meow, tinkle, buzz).

ONSET AND RIME – Parts of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable. A rime is the part of a syllable that contains the vowel and all that follows it.

PARAPHRASE – A restatement of information in the speaker's or writer's own words.

PHONEME – The smallest part of spoken language that makes a difference in the meaning of words.

PHONEMIC AWARENESS – The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words.

PHONETICS – The study of the sounds people make when they speak and how these sounds are produced.

PHONICS – The understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

PHONOLOGICAL AWARENESS – A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.

**PRIMARY SOURCES** – A source of information of direct or immediate importance; First-hand knowledge.

**PROOFREAD** – Evaluation of the mechanics of writing.

**RUNNING RECORD** – Method of recording miscues in oral reading.

**SECOND LEVEL SUPPORT** – Example, detail, or illustration that further develops or clarifies the First Level Support in a paragraph. In research writing, the evidence used to support the writer's claims.

**SECONDARY SOURCE** – A general source of information that summarizes primary source information.

**SIMILE** – Comparison of two basically unlike things that are alike only in the way they are being compared using the words *like*, *as*, or *than*. (i.e., She ran like the wind.)

**SIX STRATEGIES FOR IMPROVING COMPREHENSION:** Monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing.

**SQ3R** – Survey, Question, Read, Review, Recite.

**STANDARD MANUSCRIPT SPECIFICATION** – A set of rules governing the physical appearance and organization of a manuscript.

**LITERARY ELEMENTS** – Character, plot, theme, setting, conflict.

**SUBPLOT** – Secondary or minor plot in a story which may contrast with the principal (main) plot.

**SUBSTITUTION** – The replacing of one word in the oral reading of text with another word (ex.: hop for hot).

**SUMMARIZE** – 1. To draw together main ideas in a brief, but comprehensive form.  
2. To tell the main points briefly.

**SYLLABLE** – A word part that contains a vowel or, in spoken language, a vowel sound.

**SYNTHESIS** – 1. The fifth level of Bloom's Taxonomy of Educational Objectives. 2. The combining of elements into a single unified whole. 3. The formation of a novel thought, idea, product or perspective from pieces of information.

**TEXT** - (Not always used to refer to *text book*.) Printed or student-generated documents ranging from word approximations through formal compositions.

**THEME** – 1. Central or dominating idea of a talk or a piece of writing. 2. A multi-paragraph composition.

VISUAL REPRESENTATION – 1. visual aid. 2. text aid. 3. pictures, maps, illustrations, etc., which enhance, clarify, or convey meaning.

WRITING PROCESS – Prewriting, drafting, revising, editing, publishing.

WORKS/SOURCES CITED – Alphabetical listing of bibliographic entries of resources actually consulted in the preparation of a research paper or report.

## RELATIONSHIP OF PERFORMANCE DESCRIPTORS TO NATIONAL AND STATE STANDARDS

The NCTE/IRA English language arts document *Standards for the English Language Arts* contains a wide-ranging continuum of language proficiencies which students need in order to become effective users of language in school, work and social settings. These global guidelines place on the teacher the responsibility of identifying where his/her students fall on the continuum; then the teacher must determine what developmentally appropriate learning must occur. Inconsistencies result when different individuals attempt to identify what the developmental stages should be. In a society that is becoming increasingly global, the need for consistency dictates that these developmental stages be clearly defined.

The Illinois ELA Descriptors assist teachers by defining stages of progression that address skills students need in order to demonstrate proficiency. While defining these stages, the descriptors indicate what students should be able to achieve as they develop, rather than prescribe what educators must teach. The descriptors intentionally avoid mention of specific curricula or pedagogical techniques that would restrict teachers' choices as they work with their students. Furthermore, they sequence and bridge development expectations that recognize the diversity in most Illinois classrooms. Consequently, it soon becomes obvious that the descriptors in any stage should not be applied in isolation, but rather depend upon those that come before and after in order for the stakeholders to understand where any given student stands in his/her overall development of ELA proficiencies. This is a distinct advantage over the broader national standards. Because these descriptors are organized in this way, they are more likely to be utilized by the educational community.

Analysis of Illinois ELA performance descriptors in terms of other state standards in the ELA learning area:

A review of performance standards from four other states shows that, in general, these states have gaps in their proficiencies. Connecticut uses three grade clusters; Nevada uses five. California and Colorado attempt to cover all grade levels; in the process, however, they restrict teachers to a set of standards which does not allow them to effectively challenge students to achieve the prescribed standards by the end of a given grade. Many of these standards also are more product-oriented rather than development-oriented. The continuum of stages used in the Illinois ELA descriptors eliminates these difficulties.

The absence of consistently addressed higher-level skills (Bloom's taxonomy) in some other states' standards may result from their prescriptive product orientation. In recognition of this deficiency, the ELA Descriptors attempt to provide a vertical and horizontal progression through the inclusion of developmentally appropriate, verb-centered definitions designed to promote assessability. Therefore, they are more user-friendly, and stakeholders will gain a more accurate and understandable picture of student progress across the developmental stages.

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