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ABSTRACT
        Serving as a basis for an educational dialogue that needs to
take place in every school district in South Dakota, this technical guide to
the South Dakota Communication/Language Arts Standards includes the Goals,
Indicators, Benchmarks, and Grade Level Standards for reading, writing,
listening and viewing, and speaking. It is organized in grade level clusters
according to benchmark levels: K-2, 3-5, 6-8, and 9-12. This format is
provided as a framework for school districts to use as they study and
implement the state standards, design local district and classroom
assessments, and align curriculum materials, resources, and technology to the
standards. (RS)

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TECHNICAL GUIDE
FOR IMPLEMENTING
CONTENT STANDARDS

COMMUNICATION/LANGUAGE ARTS

December 1998

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TECHNICAL GUIDE FOR IMPLEMENTING
SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS STANDARDS

THE PURPOSE OF THE TECHNICAL GUIDE

The Technical Guide to the South Dakota Communication/Language Arts Standards serves as a critical purpose for educators and school districts. First of all, it is essential that educational dialogue based upon this document take place in each and every school district in South Dakota. The expectations inherent in the document will never be fully realized unless teachers are provided meaningful dialogue about the communications, ideas, concepts, and skills outlined by this document and the ongoing implications for assessment and instruction aligned with the standards.

In addition, to this professional dialogue about assessment and instruction, school districts will need to use this document to address technology issues. Educators must determine how technology can and should be used to help provide the rich learning environments and experiences that are demanded by the expectations in this document and what district technology decisions should be made to meet those demands.

THE ORGANIZATION OF THE TECHNICAL GUIDE

This Technical Guide to the Standards includes the Goals, Indicators, Benchmarks, and Grade Level Standards. It is organized in grade level clusters according to benchmark levels: K-2, 3-5, 6-8, and 9-12. This format is provided as a framework for school districts to use as they study and implement the state standards, design local district and classroom assessments, and align curriculum materials, resources, and technology to the standards. The technical section is formatted in the benchmark clusters so that teacher teams or individual teachers can easily reference the math standards at adjacent grade levels. For example, the first grade teacher could easily survey the classroom learning objectives in both the kindergarten and the second grade.

- ❖ **Goal:** The four broad, conceptual goals (content area/discipline standards) are the K-12 strands/strings which define the essence of the discipline of communication/language arts. Because the goals are the "end results" of what we would expect after thirteen years of language arts study in South Dakota schools, they are worded the same at each grade level. This is done to provide consistency in K-12 curricular focus and alignment. It should also be noted that although reading, writing, listening/viewing, and speaking are separated out in the document, they should be addressed in an integrated manner in the course guidelines and in classroom practice.

- ❖ **Indicators:** The indicators further define the goals and set the framework for communication/language arts. The indicators remain the same at all instructional levels (K-2, 3-5, 6-8, 9-12), thereby providing an ongoing and constant focus for the standards. The indicators also provide the targets and anchors for broad district-level, program evaluation.

- ❖ **Benchmarks:** The benchmarks articulate what the goal and indicator represent at the different developmental levels: K-2, 3-5, 6-8, and 9-12. They provide the targets for student performance and are an essential and critical component for local school districts to use in designing district and classroom assessments aligned with the goals, indicators, and grade level standards.

❖ **Grade Level Standards:** These statements represent the classroom learning objectives or activities which should be provided at each grade level to help students reach the expectations articulated in the benchmarks, indicators, and goals. These are presented in single grade levels except at the 9-12 level. Currently in South Dakota, state statute requires that high school students take four units (years) of English/language arts to graduate, (1 ½ units of writing, 1 unit of literature inclusive of ½ unit of American Literature, and ½ unit of speech). It is the responsibility of each school district to "organize" the 9-12 grade level standards into the courses they offer at the 9-12 level. At the K-8 levels, districts may choose to move some grade level standards from one grade to another within the benchmark clusters if they feel it strengthens their local curriculum delivery. In other words, if a district's middle school teachers feel a standard is more appropriate for their students at the sixth grade than at the seventh grade (or vice versa), they may make those adjustments in the 6-8 standards.

Since education is often describe as a "journey through learning," that analogy helps clarify the components which makeup a set of standards. The goals represent the final/ultimate destination--where all students should "arrive" after the required years of communication/language arts study in K-12 South Dakota schools. The indicators provide targets and guideposts throughout the journey. The benchmarks serve as mile markers and weigh stations along the way and the grade level standards represent the turns, hills, traffic signs, and the white lines along the road.

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Goals

1. Students will read at increasing levels of complexity for various purposes.

2. Students will write effectively for different audiences and specific purposes.

3. Students will use critical listening and viewing skills in various situations and for a variety of purposes.

4. Students will speak effectively in a variety of formal and informal situations.

Goals and Rationales

In this 1998 South Dakota Content Standards document, the format has been organized into four overall K-12 goals which represent the discipline of communication/language arts. Each of the four goals is listed below, accompanied by a rationale. The rationales are brief descriptions of the goal and its importance for our students as they prepare for adulthood.

GOAL 1: READING
Students will read at increasing levels of complexity for a variety of purposes.

RATIONALE:
Reading is a complex, integrated cognitive process. It begins with developmental understanding of whole texts, building vocabulary, assigning meaning to word and letter patterns, and associating letters with sounds. Effective reading progresses as the student develops and uses various personal strategies to make complex inferences and predictions about text. While schools and communities must decide what reading materials should be taught, all students must be provided the opportunity to experience great literature in order to understand the ideas, thoughts, and opinions of recognized writers world-wide. Students who read not only reinforce their understanding of people, history, and culture, but also prepare themselves intellectually for the demands of the future. The ability to comprehend work-related technical reading has become a life-long requirement. Today's rapidly changing world demands that students become readers who are discriminating consumers and users of information.

GOAL 2: WRITING
Students will use write effectively for different audiences and specific purposes.

RATIONALE:
Effective writers develop a personal writing process that allows them to move from private thoughts to public discourse. Student writers see themselves as a relevant part of the world and integrate their prior knowledge and personal experiences into a variety of writing endeavors. They write for real and imagined audiences with a realization that different audiences have different expectations. Today's world demands that students express their thoughts and ideas in formal and informal ways, and for creative and informational purposes. Students recognize that current and emerging technology can support and enhance their expertise in various aspects of written communication.

GOAL 3: LISTENING/VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

RATIONALE:
In today's world, as people are inundated with a wealth and range of audio-visual information, they must become discriminating consumers of what they see and hear. Using critical listening and viewing strategies and processes is becoming more and more important as students interact with others in academic, social, and work related contexts. They must develop and use personal listening/viewing strategies which progress from simple comprehension to sophisticated interpretation and evaluation of aural and visual information.

GOAL 4: SPEAKING
Students will speak effectively in a variety of formal and informal situations.

RATIONALE:
Speaking effectiveness is developed only when speakers have the opportunity to prepare a variety of speech forms and participate in a wide range of oral communication situations. For this reason, it is essential that oral language instruction begin in kindergarten and continue through twelfth grade. Students must learn to use good organization skills, appropriate grammar and vocabulary, and effective verbal and nonverbal techniques to effectively deliver oral presentations. Students must recognize and use the strategies and the technology which best support and enhance the quality and effectiveness of oral communication

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SOUTH DAKOTA
COMMUNICATION/LANGUAGE ARTS

Goals and Indicators

1. **Students will read at increasing levels of complexity for a variety of purposes.**
Indicators:
   - Apply various reading cues/strategies to interpret and comprehend text. (example: context, semantic, syntactic, and graphophonic cues)
   - Evaluate patterns of organizations, literary elements, and literary devices within various texts.
   - Interpret and respond to a diversity of works representative of a variety of cultures and time periods.
   - Access, synthesize, and evaluate information from a variety of sources.

2. **Students will write effectively for different audiences and specific purposes.**
Indicators:
   - Use appropriate mechanics, usage, and conventions of language.
   - Use appropriate style, organization, and form in technical, transactional, creative, and personal writing.
   - Use various strategies and techniques to improve writing quality.
   - Write to clarify and enhance understanding of information.

3. **Students will use critical listening and viewing skills in various situations and for a variety of purposes.**
Indicators:
   - Use various listening and viewing strategies in social, academic, and occupational situations.
   - Interpret and evaluate ideas/information from various oral/visual sources.
   - Utilize various strategies retain/retrieve critical oral and visual information.

4. **Students will speak effectively in a variety of formal and informal situations.**
Indicators:
   - Use the appropriate structure and sequence to best express ideas and convey information.
     - Use appropriate language and style for a variety of social, occupational, formal, and informal situations.
     - Use various presentation strategies to enhance oral communication. (example: non-verbal techniques, visual aids, physical setting/environments.
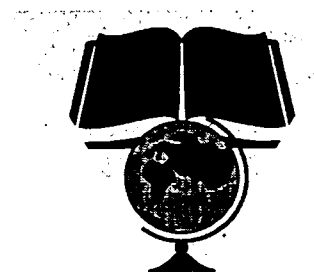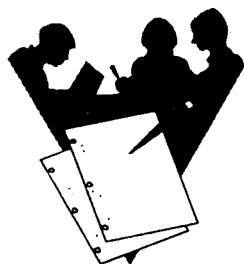
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SOUTH DAKOTA

COMMUNICATION/ LANGUAGE ARTS

CONTENT STANDARDS

K - 2

GOALS
INDICATORS
BENCHMARKS
STANDARDS

COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 1: Students will apply various reading cues/strategies to interpret and comprehend text, e.g., context, semantic, syntactic, and graphophonic cues.

K-2 Benchmarks:
   a. recognize that different cues can be used to make predictions about and clarify text.
   b. determine when it is appropriate to use a specific cue/strategy.
   c. draw upon prior knowledge and experience to understand unfamiliar texts.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. name all upper and lower case letters and identify the representative sounds.	1. understand the relationship between spoken and written work.	1. use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words.
2. distinguish long and short vowel sounds.	2. use knowledge of basic capitalization and punctuation when reading.	2. recognize common contractions, compound words, and abbreviations, e.g., can't, baseball, Jan.
3. distinguish the initial and final sounds in single-syllable words, e.g., pit/pat; bit/bat.	3. blend beginning, middle, and ending sounds to form words while reading.	3. interpret information in text to confirm or reject initial predictions.
4. describe how changing the first letter of a word changes the sound and meaning of the word.	4. read to confirm initial predictions about text.	4. use context clues and prior knowledge to understand unfamiliar texts, e.g., pictures, diagrams.
5. use pictures, illustrations, and personal knowledge to make and confirm predictions about stories.	5. describe how personal knowledge and experience affects understanding of materials read.	5. recognize specific strategies are needed to read different types of printed materials, e.g., math story problems, poetry.
6. connect information found in text to personal experience.		6. use knowledge of sentence structure and punctuation when reading.

COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 2: Students will evaluate patterns of organizations, literary elements, and literary devices within various texts.

K-2 Benchmarks:
    a. identify various organizational patterns authors use to create reader interest, e.g., limericks.
    b. explore literary elements and devices are used in various texts, e.g., character, setting.
    c. explore how authors use both literary elements and devices in stories.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. identify and describe characters, settings, and key events. 2. identify the role of both the author and illustrator. 3. retell familiar stories using beginning, middle, and end. 4. identify patterns of rhyming words, e.g., poems, songs.	1. compare settings and characters presented by different authors. 2. identify the problem or central idea in stories. 3. explain the sequence of events in familiar stories. 4. identify patterns of rhyming words and repeated phrases in various texts.	1. identify rhythm, rhyme, and alliteration in poetry and prose. 2. compare plots, settings and characters presented by different authors in various texts. 3. identify simple figurative language in text, e.g., similes, idioms. 4. explain major elements in text to form an understanding of stories and other materials, e.g., theme, main idea, problem/solution. 5. describe cause and effect relationships in various text. e.g., why, what if, how, when.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 3: Students will interpret and respond to a diversity of works representative of a variety of cultures and time periods.

K-2 Benchmarks:
    a. recognize that different authors present varying opinions.
    b. examine a variety of literary works to form opinions.
    c. identify personal favorites in reading materials.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. describe how books, stories, poems reflect things people do. 2. note similarities and differences found in various stories and poems. 3. identify the characteristics of a variety of simple genres, e.g., fairy tales, poems. 4. recognize similarities in stories written by the same author, e.g., Eric Carle.	1. explain what authors and illustrators do. 2. recognize that different versions of the same story may be told in various cultures. 3. explore a variety of worthy literary and narrative works, e.g., Caldecott books, picture books. 4. identify similarities and differences in stories written by the same author, e.g., Robert Munsch.	1. describe the role and contribution of authors and illustrators to print materials. 2. describe the characteristics of worthy literary and narrative works, e.g., Caldecott books, chapter books. 3. compare/contrast different versions of the same story from various cultures. 4. compare/contrast stories and poems by different authors.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 4: Students will access, synthesize, and evaluate information from a variety of sources.

K-2 Benchmarks:
a. identify different information sources to use for various purposes, e.g., Internet, CD-ROM, print materials.
b. identify the appropriate materials/resources needed to explore specific topics.
c. gather information from different sources to make reasonable decisions.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. identify everyday print materials that provide information, e.g., labels, newspapers. 2. distinguish between "make believe" and "real" in print materials. 3. identify the main idea in simple print materials. 4. identify appropriate sources to answer specific questions, e.g. weather forecast, calendars.	1. explain the difference between fantasy and reality in print materials. 2. restate the main idea of simple expository information. 3. use appropriate sources to locate specific types of information, e.g., calendar, newspaper, encyclopedia, dictionary, atlas).	1. identify resources which provide factual information. 2. comprehend main idea and supporting details in simple expository information. 3. describe the structure of various reference materials, e.g., dictionary, thesaurus, atlas, CD-ROM. 4. locate and paraphrase information within text to answer questions.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 1: Students will use appropriate mechanics, usage, and conventions of language.

K-2 Benchmarks:
    a. apply simple conventions of language in written work.
    b. use expanding vocabulary and appropriate spelling in written work.
    c. revise and edit written work using basic conventions of language.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. write upper and lower case letters as appropriate. 2. recognize that words are used in a specific order in sentences, e.g., s-v: Mary runs. 3. use punctuation at the end of sentences. 4. begin sentences with capital letters.	1. write complete sentences for a specific purpose. 2. use the writing process to create short stories, paragraphs, and poems. 3. begin sentences with capital letters and use ending punctuation in final copies. 4. use descriptive words when writing about people, places, things, and events.	1. distinguish between complete and incomplete sentences. 2. use correct grammar in a variety of sentence structures. 3. use appropriate vocabulary and descriptive words in written work. 4. use correct spelling of frequently used words in final copies. 5. examine personal work and the work of others for capitalization and punctuation.

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Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 2:   Students will **use appropriate style, organization, and form in technical, transactional, creative, and personal writing.**

K-2 Benchmarks:
    a. recognize various ways to organize writing based on the intended purpose and audience.
    b. recognize writing styles used for different audiences and purposes, e.g., notes to a friend, thank you letter.
    c. identify different formats found in various types of publications, e.g., newspapers, letters, books.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. write using left to right, top to bottom progression. 2. write notes to classmates and family members. 3. use pictures and words to tell a story. 4. use the writing process to generate stories about personal experiences, e.g., a family trip.	1. write brief narratives describing personal experience. 2. identify the difference between reports and stories. 3. use pictures and text to tell a story.	1. Use the writing process to generate various forms of writing, e.g., notes, letters, stories. 2. use appropriate format in friendly and business letters. 3. write for various audiences, e.g., self, classmates, family, school. 4. write to accomplish different purposes, e.g., share, inform, invite.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 3: Students will use various strategies and techniques to improve writing quality.

K-2 Benchmarks:
  a. explore the characteristics of various literary works to model effective writing.
  b. use suggestions from others to improve writing.
  c. write on a routine basis to improve personal work.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. identify how words are used for rhyme and repetition. 2. explore how authors organize and sequence writing, e.g., itsy bitsy spider. 3. share writing with others for revision. 4. write about personal experiences. 5. use letters and phonetically spelled words when writing.	1. generate personal and formal letters, thank you notes, and invitations. 2. determine how words are used to create sounds, e.g., buzz of the bee. 3. examine how authors organize thoughts and ideas. 4. review personal work with others to revise and edit.	1. use descriptive detail and a variety of sentence types. 2. model story structures or organizational patterns used by various authors, e.g. beginning, middle, end. 3. write stories/narratives based on personal experiences or familiar persons, places, or objects. 4. use technology to share writing with others. 5. cnference with others to revise and edit written work.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 4: Students will write to clarify and enhance understanding of information.

K-2 Benchmarks:
a. write to determine what is known about specific topics.
b. write to clarify the meaning of new information.
c. uses various examples from various sources to support personal interpretations.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. gather information from pictures, books, and videos to enhance writing. 2. create illustrations which represent information, e.g., a personal trip. 3. create sentences or word representations to explain events. 4. retell or restate what has been heard or seen.	1. write to organize information and ideas. 2. write to clarify what is known about different places, customs, and traditions. 3. use writing to demonstrate understanding of various topics in science, social studies, and mathematics. 4. use books and other media to gather information to write about life situations.	1. use information from various texts to support conclusions drawn. 2. make judgments about information gathered. 3. write to explain key concepts and relationships with other concepts in various subject areas. 4. condense, combine, and order new information in written work.

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COMMUNICATION/LANGUAGE ARTS STANDARD
K-2

Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 1: Students will use various listening and viewing strategies in social, academic, and occupational situations.

K-2 Benchmarks:
a. identify various barriers to effective listening and viewing, e.g., distractions.
b. identify helpful listening techniques used in decision-making situations.
c. identify non-verbal cues that are used when communicating.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. follow various one and two step directions.	1. follow two or three step oral directions.	1. follow three and four step oral directions.
2. take turns in conversations and group situations.	2. recognize and demonstrate the importance of focusing on the speaker when listening.	2. summarize main points presented with courtesy and respect when responding to others.
3. use appropriate volume and tone of voice when responding to others.	3. use appropriate volume and tone of voice when interacting with others.	3. observe and note the gestures and facial expressions used by the speaker.
4. recognize and respond to non-verbal signals, e.g., expressions of excitement, disapproval.	4. summarize what others say with courtesy and respect.	4. use appropriate words and expressions when responding to the actions or statements of others.
	5. respond appropriately to practical non-verbal signals, e.g., flashing lights, street crossings.	

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COMMUNICATION/LANGUAGE ARTS STANDARD
K-2

Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 2: Students will interpret and evaluate ideas/information from various oral/visual sources.

K-2 Benchmarks:
    a. identify the basic intent of various oral and visual messages, e.g. advertisements.
    b. identify the qualities that make oral and visual information accurate and valid.
    c. identify characteristics that make some presentations more exciting than others.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. recognize the difference between true and false information. 2. identify various sources of factual information. 3. identify information that can be used on a personal basis, e.g., 911, home phone number. 4. explore what makes various audio or visual presentations appealing, e.g. color, sound effects.	1. distinguish between true and false information. 2. explore ways to find factual information, e.g. encyclopedias, CD-ROM, Discovery Channel. 3. describe pertinent information that can be used on a personal basis, e.g., addresses, phone numbers, emergency information. 4. describe what makes various audio or visual presentations appealing, e.g., graphics, animation.	1. compare related information from different sources, e.g., television, videos. 2. describe the impact of true and false information. 3. find and use different types of information, e.g., CD-ROM, audio-cassettes, Internet. 4. describe the components of appealing audio or visual presentations, e.g., graphics, animation, layout, music.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 3: Students will utilize various strategies retain/retrieve critical oral and visual information.

K-2 Benchmarks:
   a. identify types of information used in daily activity.
   b. use questions to gain understanding of oral/visual information.
   c. use organization skills to assist in recall of oral/visual information.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. use visual organizers to remember everyday information, e.g., labels, helper charts. 2. ask appropriate questions. 3. restate what others say to demonstrate recall. 4. use patterns to recall information, e.g., alphabet song.	1. use visual organizers to remember pertinent information, e.g., calendars. 2. ask appropriate questions to clarify information. 3. restate information in a sequence similar to how it was presented, e.g., simple directions. 4. apply vocal patterns to information for recall, e.g., rhymes, songs, rhythm.	1. use visual cues to remember pertinent information, e.g., calendar, daily class schedules. 2. ask different types of questions for different purposes, e.g., directions, clarification. 3. paraphrase information shared by others. 4. restate information heard in a logical and understandable sequence. 5. create or use rhymes/patterns to recall important information, e.g., i before e except after c.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 1: Students will use the appropriate structure and sequence to best express ideas and convey information.

K-2 Benchmarks:
  a. explain the relationship between purpose and organization.
  b. present information in a clear and logical form.
  c. use responses from peers to judge speaking success.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. retell an experience in logical sequence. 2. participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns. 3. use words to describe/name numbers, colors, size, shape, location, people, places, things, and actions.	1. tell/retell stories in a logical order or sequence. 2. participate in a variety of oral language activities, e.g., role playing, pantomime, choral speaking. 3. convey a message and check for listener understanding, e.g., show and tell. 4. give simple one and two step directions.	1. report on various topics using appropriate facts and details. 2. create and participate in oral dramatic activities. 3. organize and convey a message and check for listener understanding. 4. give simple three and four step directions.

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Goal 4 - SPEAKING

Students will speak effectively in a variety of formal and informal situations.

Indicator 2: Students will use appropriate language and style for a variety of social, occupational, formal, and informal situations.

K-2 Benchmarks:
   a.   identify the various attributes of a listening audience.
   b.   identify the purpose of various oral presentations.
   c.   use accepted language in personal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Kindergarten	First Grade	Second Grade
1. recognize and use correct grammar when speaking. 2. follow simple rules for conversations, e.g., taking turns. 3. use complete sentences when speaking.	1. adapt or change oral language to fit the situation. 2. use appropriate voice when asking and responding to questions in small-group settings. 3. express ideas in complete and coherent sentences. 4. follow simple rules for conversation, e.g., taking turns, staying on topic.	1. use correct grammar in oral communication, e.g., verb tenses. 2. make simple introductions and greetings using appropriate language. 3. use an expanded speaking vocabulary, e.g., words describing specific interests and knowledge. 4. use oral language appropriate for the audience. 5. interact appropriately in formal and informal speaking situations with peers and adults.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
K-2

Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 3: Students will use various presentation strategies to enhance oral communication, e.g., non-verbal techniques, visual aids, physical setting/environments.

K-2 Benchmarks:
a. identify various non-verbal speaking techniques.
b. identify characteristics of an effective listening environment, e.g., vision, sound.
c. use various resources to support oral presentations, e.g., drawings, posters.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

| Kindergarten	First Grade	Second Grade
1. recognize that body movements and facial expressions represent feelings. 2. use pictures when telling a story. 3. identify ways the speaker can help others see and hear a presentation.	1. use facial expressions as a means of non-verbal communication. 2. use pictures or drawings when telling or retelling stories. 3. recognize the speaker's role in assisting others to see and hear a presentation.	1. use body movements and facial expressions as a means of non-verbal communication. 2. use visual aids in oral presentations, e.g., pictures, props. 3. identify conditions which are beneficial to the listener, e.g., being able to see the speaker.

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SOUTH DAKOTA

COMMUNICATION/ LANGUAGE ARTS

CONTENT STANDARDS

3 - 5
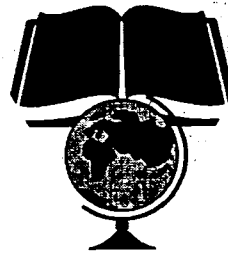
GOALS
INDICATORS
BENCHMARKS
STANDARDS

COMMUNICATION/LANGUAGE ARTS STANDARDS
3-5

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 1: Students will use various reading cues/strategies to interpret and comprehend text, e.g., context, semantic, syntactic, and graphophonic cues.

3-5 Benchmarks:
a. determine which cues are the most effective for making predictions about and clarifying meaning of text.
b. select the appropriate cues and/or strategies needed for comprehension of specific types of text.
c. use prior knowledge to interpret unfamiliar information/materials/text.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. use decoding and word recognition skills, e.g., suffixes, prefixes, vowel patterns, syllable breaks, word families, sight words.	1. use knowledge of word parts to determine meaning of unknown or unfamiliar words within a passage, e.g., prefixes, suffixes, root words.	1. use knowledge of root words, prefixes, and suffixes to determine meaning of unknown words.
2. demonstrate literal, interpretive, and/or critical comprehension by answering various how, why, and what-if questions.	2. use text organization and prior knowledge to make predictions and comprehend information in various content areas, e.g., headings, graphics.	2. apply knowledge of word origins, derivations, and idioms to determine meaning of words and phrases.
3. make predictions about information/events in text, reread to extend initial impressions, and use prior knowledge to confirm or reject predictions.	3. select appropriate strategies/ rate of reading for different purposes, e.g., fiction for enjoyment, nonfiction for information.	3. use different reading strategies to comprehend text, such as skimming, scanning, and finding information to support particular ideas.
4. determine appropriate strategies/ rate of reading for different purposes, e.g., fiction for enjoyment, nonfiction for information.	4. make inferences using information derived indirectly from text, e.g., cause and effect.	4. locate information in text to support opinions, predictions, and conclusions.
5. select appropriate context and semantic clues to construct meaning from text, e.g., interpret homonyms, synonyms, antonyms, figurative speech, rhetorical devices.	5. use appropriate context and semantic clues to construct meaning from text, e.g., pronoun referents, noun-verb agreement.	5. apply appropriate context and semantic clues to construct meaning from text, e.g., punctuation and sentence structure.

COMMUNICATION/LANGUAGE ARTS STANDARDS
3-5

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 2: Students will evaluate the use of patterns of organizations, literary elements, and literary devices within various texts.

3-5 Benchmarks:
a. explore the organizational techniques authors use to create reader interest, e.g., sequence.
b. identify literary elements and devices are used in various texts, e.g., character, setting, plot; alliteration, rhyme.
c. explain what authors accomplish through the use of both literary elements and devices, e.g., theme/imagery; character/personification.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. identify various story elements in age appropriate text, e.g., character, setting, conflict, plot, theme. 2. recognize the use of formal and figurative language in text. 3. distinguish between cause and effect, fact and opinion, and main idea and supporting details in expository text. 4. recognize organizational structures of fiction and nonfiction.	1. identify the main incidents of the plot, their causes and how they influence future action. 2. determine the causes of literary action in various texts, character traits and motivation; uniqueness of the situation and setting. 3. identify and define the presence of figurative language and rhyme scheme in literary works, e.g., simile, metaphor, exaggeration. 4. describe the author's use of various techniques to influence readers' opinions, feelings, and actions, e.g., appeal of characters in a picture book, logic and believability of claims, use of figurative language. 5. describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	1. explain how the main problems or conflicts of various plots are developed and resolved, e.g., as found in fables, myths, folk tales. 2. determine the author's underlying theme or message through the actions, motives, and appearances of characters in various works of fiction. 3. describe the function and effect of key literary elements and devices in various text, e.g., cause-and-effect relationships, imagery, symbolism, rhythmical patterns. 4. describe how an author's choice of vocabulary and style contribute to the quality and enjoyment of selections. 5. identify and analyze the distinguishing organizational patterns of various literary forms, e.g., non-fiction, fiction, drama, poetry.

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 3: Students will interpret and respond to a diversity of works representative of a variety of cultures and time periods.

3-5 Benchmarks:
   a. explore various literary works to understand how authors present different viewpoints.
   b. examine a variety of literary works to affirm or counter personal interpretations.
   c. explain personal favorites in independent reading materials.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. describe the structural differences of various imaginative forms of literature, e.g., fantasies, fables, myths, legends, and fairy tales. 2. understand the characteristics of a variety of simple genres, e.g., fiction, nonfiction, fantasy, fairy tales, poetry, plays, fables, folk tales. 3. read from a variety of fictional and nonfictional works, e.g., Caldecott books, writing samples of local and regional authors. 4. select literature appropriate for reading level, purpose, and interest. 5. respond to ideas, attitudes, and feelings expressed in literature by making personal connections.	1. compare tales from different cultures. 2. compare use of fact and fantasy in historical fiction with other forms of literature. 3. demonstrate familiarity with a variety of award-winning literary selections. 4. discern literature appropriate for reading level and purpose. 5. compare life experiences to situations/events found in literature.	1. explain the commonalties of mythical patterns and symbols found in literature from different eras and cultures. 2. recognize that a work of literature reflects the author's viewpoints, experiences, heritage, and/or beliefs. 3. recognize that literature can be used to better understand the culture of the time period. 4. critique and compare literary selections for a variety of elements/purposes. 5. define the attributes of personally appealing reading materials.

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 4:   Students will access, synthesize, and evaluate information from a variety of sources.

3-5 Benchmarks:
a. examine numerous information/reference sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, library.
b. determine the usefulness of specific factual and technical materials.
c. gather and sort specific information/sources to make informed decisions.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. understand the function of organizational features and use them to locate information, e.g., table of contents, index, glossary. 2. use reference tools to locate information, e.g., dictionaries, maps and globes, encyclopedias, periodicals, Internet. 3. understand commonly used technical terms in informational text. 4. compare information on the same topic found in several expository selections. 5. describe how the choice of language and information contributes to the clarity and usefulness of the material.	1. use text and graphic features to categorize information and gain meaning from informational materials, e.g., topic sentences, key words, diagrams, illustrations, charts, maps. 2. use reference tools to manage information, e.g., maps and globes, software/CD ROM, video materials, Internet. 3. evaluate new information and hypotheses by testing against known information and ideas. 4. make inferences about the validity of text after reading several passages or articles on the same topic. 5. describe how the choice of language and information contributes to the usefulness of materials for specific purposes.	1. use text organizers such as type headings and graphics to predict and categorize information in print materials. 2. use reference tools to retrieve and manage information, e.g., interactive software, CD ROM, video materials, Internet. 3. draw inferences, conclusions, or generalizations about text and support them with textual evidence and experience. 4. compare information about one topic found in different selections or texts. 5. acquire information for different purposes, e.g., preparing a report.

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Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 1: Students will use appropriate mechanics, usage, and conventions of language.

3-5 Benchmarks:
a. apply fundamental conventions of language in written work.
b. use descriptive vocabulary and proper spelling in written work.
c. revise and edit written work using fundamental conventions of language.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. use vocabulary appropriate for the content. 2. use grammar concepts and spelling patterns in writing, e.g., verb forms, singular/plural nouns, compounds, blends. 3. edit final copies for capitalization and punctuation, e.g., proper nouns, end marks, commas. 4. revise writing for clarity and focus on central ideas. 5. use complete sentences in writing.	1. choose descriptive words that are content appropriate and provide clarity and focus for the reader. 2. use grammar concepts in writing, e.g., verb forms, possessives. 3. edit final copies for capitalization, punctuation, and spelling, e.g., abbreviations, nouns of address, apostrophes. 4. use technology for revising and editing, e.g., spell/grammar check. 5. revise selected drafts by adding, deleting, combining, and rearranging sentences.	1. select words that are expressive, content appropriate, and precise to provide clarity and focus for the reader. 2. use grammar concepts in writing, e.g., adjectives, adverbs. 3. edit final copies for capitalization, punctuation, and spelling, e.g., proper adjectives, quotation marks, commas, commonly misspelled words. 4. use technology for revising and editing, e.g., word searches, thesaurus, outlining packages, spell/grammar check. 5. revise manuscripts to improve effectiveness, e.g., sentence structure, complete sentences.

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Goal 2 - WRITING

Students will write effectively for different audiences and specific purposes.

Indicator 2: Students will use appropriate style, organization, and form in technical, transactional, creative, and personal writing.

3-5 Benchmarks:

    a. use appropriate organization based on the established writing purpose and intended audience.
    b. use appropriate writing style based on the established writing purpose and intended audience.
    c. use the writing format required for a specific type of publication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. generate personal and formal letters, thank you's, and invitations using proper form. 2. compose written work which has appropriate organization and focus, i.e., topic and supporting sentences. 3. write to share information or inform a specific audience. 4. write creative short stories, descriptive paragraphs, or narratives.	1. determine appropriate style and format for published work. 2. write reports which address key questions, issues, or situations. 3. use and cite simple references in written text. 4. select a focus, organization, and point-of-view which reflect writing purpose. 5. write to inform or entertain a specific audience.	1. create various examples of expressive writing, e.g., narratives which present ideas, details, imagination. 2. generate various autobiographical writings which include single incidents of interest or importance. 3. write specific expository texts which speculate on the cause and effect of various situations. 4. compose persuasive writings which include valid and reliable evidence. 5. write to inform, to entertain, or to provide explanations to specific audiences.

Goal 2 - WRITING

Students will write effectively for different audiences and specific purposes.

Indicator 3: Students will use various strategies and techniques to improve writing quality.

3-5 Benchmarks:
  a. examine various literary works to model effective writing.
  b. use suggestions from others to improve logic and consistency in writing.
  c. write on a routine basis to gain confidence in personal work.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. model the use of descriptive words and patterns to stimulate reader interest, e.g., rhymes, repetition. 2. model the use of different elements of style, e.g., word choice, voice, sentence structure. 3. examine the organization of different types of writing, e.g., short stories, plays, poems. 4. use various types of technology for sharing, revising, and editing written work. 5. conference with others to revise selected drafts for coherence and logical progression of ideas. 6. use the writing process to improve written work. 7. maintain a personal writing journal or folder.	1. model the use of different elements of style, e.g., word choice, tone, voice, sentence variation. 2. examine how authors use descriptive words to describe people, places, and events. 3. determine how authors use dialect or colloquialisms to convey a message. 4. use technology to share writing with others and to receive feedback. 5. confer with others to revise writing coherence and logic. 6. apply various stages of the writing process, e.g., brainstorming, drafting, revising, editing, publishing. 7. maintain a personal writing journal or folder.	1. analyze the style/techniques of published authors for word choice, sentence fluency, and voice. 2. model the use of specific literary elements and devices, e.g., plot, setting, character development. 3. examine and model the use of dialect, idioms, or colloquialisms to convey a message. 4. use technology to share written work with others and to receive feedback, e.g., e-mail, Internet. 5. confer with others to revise writing coherence, transitions, and logic. 6. use various stages of the writing process, e.g., brainstorming, drafting, revising, editing, publishing. 7. maintain a personal writing journal or folder.

Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 4: Students will write to clarify and enhance understanding of information.

3-5 Benchmarks:
a. write to explain prior knowledge about various topics.
b. write to interpret and use new or unfamiliar information.
c. use examples from selected print and electronic media to support personal interpretations.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. record and write about information gathered from interviews, videos, and cassette recordings. 2. organize and write about information according to topic. 3. prepare written texts which explain main ideas in information collected. 4. write to explain what is known about selected topics in various content areas.	1. write in response to information from various sources to develop personal understanding. 2. use various references to support personal ideas or viewpoints, e.g., speakers, newspapers, Internet. 3. organize and write about information according to category, source, or topic. 4. write to explain ideas presented or discussed in various content areas.	1. write to synthesize information from a variety of sources related to specific issues. 2. write in response to information from various sources to confirm or reject prior understanding. 3. support key ideas and viewpoints using various references from print or electronic sources. 4. write to organize information according to category, situation, issue, or topic. 5. write in response to ideas, thoughts, and information presented in various content areas.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
3-5

Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 1: Students will use various listening and viewing strategies in social, academic, and occupational situations.

3-5 Benchmarks:
 a. describe mental and physical barriers to effective listening and viewing, e.g., personal interest, extraneous sounds.
 b. describe various listening techniques which can be used in problem-solving and decision-making situations.
 c. describe the influence of non-verbal cues on communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. listen and respond thoughtfully and respectfully to others. 2. listen attentively by making eye contact and facing the speaker. 3. ask questions to learn the speaker's point-of-view. 4. recognize and interpret non-verbal cues, e.g., facial expressions, gestures, posture. 5. use descriptive words when responding to the actions of others in problem-solving/conflict resolution situations.	1. respond courteously and respectfully to the ideas and thoughts of others. 2. listen and share responses in group learning activities. 3. ask questions to determine the intended meaning and purpose of the speaker's message. 4. observe and assess various non-verbal cues, e.g., gestures, body language, facial expressions. 5. listen in group settings to aid in specifying goals, devising solutions, and choosing the best course of action.	1. understand the appropriateness of various listening behaviors in different social situations, e.g., plays, concerts, lectures, talking with friends. 2. listen, draw conclusions, and share responses in subject-related group learning activities. 3. ask questions to understand the speaker's point-of-view and clarify non-verbal messages. 4. interpret gestures and facial expressions meant to support, accentuate, or dramatize verbal message. 5. use active listening skills when determining goals, responsibilities, and progress in various group settings.

GOAL 3 - LISTENING AND VIEWING

Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 2: Students will interpret and analyze ideas/information from various oral and visual sources.

3-5 Benchmarks:
a. describe the basic and/or hidden meaning of various oral and visual messages, e.g., advertisements, electronic media.
b. describe ways to assess the validity and accuracy of oral and visual information.
c. describe how presentation design can alter the effect of oral/visual information, e.g., layout, color, sequence.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. identify various approaches used in media to influence the listener or viewer. 2. determine if information presented is speaker opinion or verifiable fact. 3. identify information that can mislead the listener/viewer, e.g., advertising infomercials. 4. compare like types of information are from different sources, e.g., CD-ROM, radio, television.	1. analyze the role of the media in focusing attention and in forming opinion. 2. distinguish between facts and opinions. 3. identify false or misleading information in oral and electronic presentations. 4. determine ways of assessing information for accuracy of relevance, e.g., research, investigation.	1. analyze media as information provider, entertainer, persuader, informer, transmitter of culture. 2. distinguish between fact and speaker opinion. 3. identify and analyze persuasive techniques used in oral presentations and media messages, e.g., promises, dares and flattery, glittering generalities, logical fallacies. 4. identify ways to determine the reliability of information, e.g., research, support, proof.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
3-5

GOAL 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 3: Students will use various strategies to retain/retrieve critical oral and visual information.

3-5 Benchmarks:
   a. examine oral/visual information for usefulness.
   b. use various questioning approaches to clarify oral/visual information.
   c. determine ways to organize oral/visual information for later recall.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. retell, paraphrase, and explain what has been said by a speaker.	1. summarize major ideas and supporting evidence presented in spoken messages and formal presentations.	1. summarize information gathered in group activities.
2. connect prior knowledge and experience to what is seen or heard.	2. connect prior experiences, insights, and ideas to what is heard or seen.	2. connect information with prior knowledge/experience for effective recall.
3. identify the musical elements of literary language, e.g., rhymes, repeated sounds.	3. record information while listening.	3. paraphrase the communication of others to clarify the intended message.
4. restate information in a logical and sequential order.	4. paraphrase what others have said for clarification.	4. organize information according to topic or subject.
5. categorize information according to specific topic or subject.	5. use various references or sources to determine if information is valuable, e.g., encyclopedia, periodicals.	5. restate multi-step oral instructions/directions.

Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 1: Students will use appropriate structure and sequence to best express ideas and convey information.

3-5 Benchmarks:
  a. describe how purpose of an oral presentation influences organization.
  b. present oral information in a clear and organized manner.
  c. use responses of others to determine speaking effectiveness.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. make brief descriptive presentations that use concrete details to describe people, places, things, or experiences. 2. present ideas and check for listener response in various situations, e.g., class discussions, small groups, panels. 3. present brief oral reports/stories that have a beginning, middle, and ending and include concrete details that provide a central focus/impression. 4. organize and present ideas so that others can understand the message.	1. make narrative and informative presentations that provide facts, details, examples, and descriptions. 2. present effective introductions and conclusions that guide and inform the listener. 3. use appropriate structures for conveying information, e.g., cause and effect, similarity and differences, posing and answering questions. 4. give precise oral directions/instructions.	1. deliver narrative presentations that establish a focus and point-of-view. 2. deliver presentations that describe a situation and establish connections between cause and effect. 3. make informative reports that clarify and support ideas with evidence and examples. 4. use listener response to determine clarity of message.

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Goal 4 - SPEAKING

Students will speak effectively in a variety of formal and informal situations.

Indicator 2: Students will use the appropriate language and style for a variety of social, occupational, formal, and informal situations.

3-5 Benchmarks:
a. describe how attributes of an audience influence presentation language.
b. consider purpose of an oral presentation when deciding appropriate language.
c. use appropriate conventions of language in personal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Third Grade	Fourth Grade	Fifth Grade
1. use formal or informal language appropriate to the audience and purpose.	1. determine the use of formal or informal language appropriate to the situation.	1. exchange information in various formal and informal settings.
2. express knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure.	2. present knowledge, ideas, and requests clearly using appropriate vocabulary and sentence structure.	2. communicate various messages clearly, precisely, and effectively.
3. use correct subject-verb agreement and appropriate verb tense when speaking.	3. use correct subject-verb agreement, pronoun-antecedent agreement, and appropriate verb tense when speaking.	3. choose grammar and sentence structures appropriate to the audience and purpose.
4. speak clearly using appropriate pronunciation, rate, and diction.	4. use simple and complex sentences appropriate to audience or purpose.	4. use precise, descriptive language when speaking, e.g., active verbs.
5. speak expressively using the appropriate volume and inflection.	5. explore the appropriate rhythm and pace to emphasize key ideas.	5. choose the appropriate volume, inflection, rhythm, and pace to emphasize key ideas and areas of importance.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
3-5

Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 3: Students will use various presentation strategies to enhance oral communication, e.g., non-verbal techniques, visual aids, physical setting/environments.

3-5 Benchmarks:
a. describe how non-verbal communication can influence an audience.
b. describe the relationship between listening environment and audience response, e.g., seating, sound, view.
c. use various resources to increase the effect of oral presentations, e.g., visual aids.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

| Third Grade	Fourth Grade	Fifth Grade
1. identify how non-verbal cues convey meaning, e.g., body language, gesture, facial expression, eye contact. 2. create visual aids to use in oral presentations, e.g., pictures, maps, charts, graphs, props. 3. use technology to enhance spoken messages. 4. identify factors which influence the speaker's effectiveness, e.g., can everyone see and hear the speaker?	1. emphasize meaning in conversations, discussions, and oral presentations by use of non-verbal cues, e.g., gestures, facial expressions. 2. clarify and support key ideas through the use of appropriate props, e.g., objects, pictures, charts. 3. use notes or memory aids to structure presentations. 4. use the tools of technology to enhance spoken messages. 5. recognize aspects of the surroundings that affect communication, e.g., room size, seating arrangement.	1. engage the audience with appropriate body language, eye contact and gestures. 2. use visual aids and graphic representations to reinforce/supplement main ideas and information. 3. select appropriate technology tools to enhance communication effectiveness. 4. select strategies to support delivery, e.g., speaking notes, memory aids. 5. explore how environmental factors can affect communication, e.g., space, audience size.

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SOUTH DAKOTA

COMMUNICATION/ LANGUAGE ARTS

CONTENT STANDARDS

6 - 8
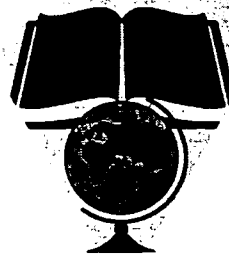
GOALS
INDICATORS
BENCHMARKS
STANDARDS

COMMUNICATION/LANGUAGE ARTS STANDARDS
6-8

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 1: Students will use various reading cues/strategies to comprehend text, e.g., context, semantic, syntactic, and graphophonic cues.

6-8 Benchmarks:
  a. use specific cues/strategies to make connections with, predict meaning of, and comprehend information within text.
  b. determine when a specific cue or strategy can be used most effectively to read for comprehension.
  c. use prior knowledge and experience to interpret and construct meaning from various texts.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. construct meaning from text using context and semantic clues, e.g., situation, word order.	1. infer word meanings through the use of context clues, e.g., antonyms, homonyms, analogies.	1. use context clues to determine the meaning of unfamiliar words, e.g., antonyms, homonyms.
2. recognize direct and implied meaning to extend understanding of materials read.	2. use direct and implied meaning to interpret materials read.	2. recognize and use direct meaning, implied meaning, and inferential meaning to extend understanding of materials read, e.g., denotation, connotation, reasoning.
3. ask questions and make predictions about information or the message found in text.	3. make predictions about the information or message that may be found in various texts.	3. make complex predictions about the content or message of various materials before reading.
4. explain how the meaning of words may be changed by the use of non-standard English, dialect, and idioms.	4. recognize the origins and meanings of foreign words frequently used in English.	4. apply knowledge of word origins and derivations to extend vocabulary development.
5. use background knowledge and experience to comprehend text.	5. describe how prior knowledge may affect understanding of new knowledge.	5. use prior knowledge and experience to confirm, revise, or reject predictions made about materials being read.
6. connect main ideas and concepts to other sources and related topics.	6. connect the content and ideas in a specific text to other topics and related content areas.	6. relate the content and ideas in a selection to other concepts, topics, or sources.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
6-8

Goal 1 - READING
Students will use various processes and strategies to read independently at increasing levels of complexity.

Indicator 2: Students will evaluate the patterns of organization, literary elements, and literary devices within various texts.

6-8 Benchmarks:
a. compare and contrast various organizational techniques authors use to create reader interest, e.g., sequence, cause/effect.
b. explain literary elements and/or devices used in various texts, e.g., plot, setting, character, imagery, alliteration.
c. describe the effects authors create by using a combination of literary elements and devices, e.g., theme/imagery, point-of-view/anecdote.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. determine the organizational structures and patterns in various literary texts, e.g., books of fiction/nonfiction, newspapers, magazines.	1. use organizational patterns and structures to comprehend meaning of text.	1. examine how logic, structure, and organizational patterns enhance the meaning of text.
2. explain how character and plot development are used in a selection to support a central conflict or story line.	2. describe setting, plot, characterization, and theme or conflict.	2. evaluate the structural elements of the plot, its development, and how and whether conflicts are addressed and resolved, e.g., subplots, parallel episodes.
3. identify and understand types of figurative language e.g., similes, personification, alliteration.	3. describe the effect of specific word choices in text, e.g., jargon, dialect, sensory or figurative language.	3. explain the use of symbols or figurative language.
4. describe how the author's style elicits response from the reader.	4. describe how authors use characters, point-of-view, and tone to create meaning.	4. analyze the relationship between author's style, literary form, and the intended influence on the reader.
5. define how mood or meaning is conveyed in poetry, e.g., word choice, rhythm, repetition, rhyme.	5. determine the relationship between expressed purposes and characteristics of different forms of poetry, e.g., lyric, epic, elegy, ode, sonnet.	5. compare and contrast the use of the poetic elements of word choice, dialogue, rhyme, rhythm, and voice.

Goal 1 - READING
Students will at increasing levels of complexity for a variety of purposes.

Indicator 3: Students will interpret and respond to a diversity of works representative of a variety of cultures and time periods.

6-8 Benchmarks:
- a. examine various literary works to understand how authors present different perspectives.
- b. compare/contrast a variety of literary works to confirm or refute personal interpretations.
- c. use personal criteria to defend the choice of independent reading materials.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. explore a variety of literary works representative of various cultures and times. 2. explain that literature can be used to better understand other time periods and events. 3. describe how the text reflects an author's attitudes, traditions, and heritage. 4. choose reading materials that are appropriate for enjoyment and/or assignment/project completion. 5. determine the quality of literary works based upon established criteria, e.g., Newbery books, approved book lists.	1. analyze a variety of contemporary and classic works, e.g., fiction, poetry, prose, drama, non-fiction. 2. describe connections between historical and cultural influences and literary selections. 3. describe how the text is the expression of an author's thoughts interpreted through the reader's prior knowledge. 4. justify the selection of various reading materials for enjoyment or information. 5. analyze the quality of literary works according to established criteria, e.g., interest, noteworthy author, theme/relevance.	1. analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author. 2. analyze how a work of literature is related to the context in which it was created, e.g., period, ideas, customs, outlooks of a people. 3. compare/contrast literature from different eras or cultures which deal with similar situations or conflicts. 4. provide rationale for selecting specific personal reading materials or genres of literature. 5. evaluate the quality of literary works according to established criteria, e.g., focus, clarity, interest.

Goal 1 - READING
Students will read independently at increasing levels of complexity for a variety of purposes.

Indicator 4: Students will access, synthesize, and evaluate information from a variety of sources.

6-8 Benchmarks:
a. select and use suitable information sources for a variety of purposes, e.g., Internet, CD-ROM, print and video materials, library.
b. analyze the validity and/or appropriateness of various technical and practical materials.
c. collect and summarize information to make reasonable and informed decisions.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. distinguish fact from opinion in newspapers, magazines and other print media. 2. use text organizers to locate and categorize information in print materials, e.g. headings, subheadings, graphics. 3. draw conclusions and make inferences based on explicit and implied information. 4. read to acquire information for different purposes, e.g., preparing a research report. 5. use reference tools to retrieve and manage information, e.g., interactive software, CD ROM, video materials, Internet.	1. compare and contrast information about one topic contained in different selections. 2. describe how word choice and language structure convey an author's viewpoint in newspaper and magazine articles and critical reviews. 3. describe bias, stereotyping, and propaganda techniques found in expository text. 4. synthesize information to apply in decision-making or task completion. 5. use available technology to gather, organize, and retrieve information, e.g., print resources, CD-ROM, Internet.	1. compare original text to a summary for accuracy, e.g., inclusion of main ideas and critical details, extent to which it conveys the original meaning. 2. assess the adequacy, accuracy, and appropriateness of details used to support an author's claims and assertions, e.g., facts, illustrations, anecdotes, quotes. 3. read and follow instructions to assemble a model or simple structure. 4. analyze and synthesize information to make informed decisions. 5. determine the appropriate technology to gather, organize, and retrieve information, e.g., computer software, Internet.

Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 1: Students will use appropriate mechanics, usage, and conventions of language.

6-8 Benchmarks:
a. apply appropriate conventions of language in written work.
b. use expressive vocabulary and correct spelling in written work.
c. revise and edit written work using appropriate conventions of language.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. use words that are expressive, appropriate, and precise to provide clarity and focus for the reader.	1. choose vocabulary that is expressive, content appropriate, and precise to clarify, exemplify, and define ideas.	1. choose appropriate vocabulary to clarify and enhance ideas.
2. apply rules of grammar in written communication, e.g., perfect verb tenses, subject-verb agreement; and indefinite pronouns.	2. apply rules of grammar in written communication, e.g., pronoun-antecedent agreement, infinitives, participles, and verb tense consistency.	2. apply rules of grammar in written communication, e.g., correct tense, case, agreement, comparisons, sentence structure, parallel structure.
3. edit final copies for correct spelling, capitalization, and punctuation, e.g., their, they're, there; proper nouns, names, titles, nationalities; colons, semi-colons.	3. edit final copies for correct spelling, capitalization, and punctuation, e.g., prefixes and suffixes, hyphens, dashes, brackets, and semi-colons.	3. edit final copies for correct spelling, capitalization, and punctuation, e.g., south vs. the South, comma splices.
4. use available technology in editing and revising, e.g., spell check, grammar check, margins, tabs, fonts, spacing.	4. use available technology in editing, e.g., spell check, grammar check, columns, page orientation.	4. use available technology in the editing process.
5. revise manuscripts to improve effectiveness, e.g., simple, compound, compound-complex sentences.	5. revise manuscripts for accuracy and effectiveness, e.g., active voice, proper documentation.	5. revise manuscripts for accuracy and effectiveness, e.g., documentation form, transitional devices, active voice.

GOAL 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 2: Students will use appropriate style, organization, and form in a variety of technical, transactional, creative, and personal writing.

6-8 Benchmarks:
a. determine and use the appropriate organization based on the established writing purpose and intended audience.
b. determine and use appropriate writing style based on the established purpose and intended audience.
c. select and use the writing format required for a specific type of publication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. use various patterns of paragraph development, e.g., comparison-contrast, cause-effect, and problem-solution.	1. create multi-paragraph texts in various modes of writing, e.g., descriptive, expository.	1. write a variety of narrative, descriptive, expository, and persuasive texts.
2. use the appropriate form for writing purpose, e.g., letters, editorials, poems, reports.	2. choose the appropriate language and style for writing purpose, e.g., letters, editorials, reviews, poems, reports, narratives.	2. select appropriate language and content for intended purpose and audience, e.g., formal, informal.
3. follow an organizational pattern that includes effective introductions and conclusions.	3. create an organizational structure that includes an introduction, a clear focus, effective transitions, and a conclusion.	3. write texts related to career development using conventional style appropriate to audience/context, e.g., business letters, applications.
4. write reports which focus on key ideas, issues, or situations and are supported by references.	4. write reports that convey a clear and accurate focus, supported by various resources.	4. organize text to support a specific focus, point-of-view, and/or purpose.
		5. use appropriate technical terms and notations when writing for content specific purposes, e.g., research reports.

GOAL 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 3: Students will use various strategies and techniques to improve writing quality.

6-8 Benchmarks:
a. compare the styles of various authors to model effective writing.
b. review and use recommendations from others to improve writing consistency and coherence.
c. write on a routine basis to gain confidence and identity as an author.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. model a range of narrative strategies authors use, e.g., dialogue, suspense.	1. use specific techniques authors employ to enhance the effectiveness of writing, e.g., anecdotes, analogies, metaphors, quotations, dialogue, suspense, narrative action.	1. establish a controlling impression in writing.
2. use simple figurative language in writing, e.g., similes, metaphors, idioms, personification, hyperbole.		2. analyze how authors use language to bring characters to life, e.g., dialogue, action, physical description.
3. use technology to share written work with others.	2. model authors' use of sensory details, sound devices, and concrete language, e.g., alliteration, rhyme.	3. consider the effects authors achieve through imagery and figurative language.
4. use feedback to improve word choice and organization and consistency in paragraphs.	3. use technology to share written work with others and to receive feedback.	4. use available technology to publish and receive feedback about written work.
5. implement various stages of the writing process, e.g., brainstorming, outlining, clustering, drafting, revising, editing, publishing.	4. use feedback from others to revise for clarity, logic, organization, and word choice.	5. use feedback from peers/others to revise for content, word choice, organization, and transitions among paragraphs.
6. maintain a personal writing journal or portfolio to record personal ideas, observations, and experiences.	5. use an established process in preparing written text, e.g., prewriting, drafting, revising, editing, and publishing.	6. use a variety of techniques to generate, draft, revise, edit, and publish texts.
	6. maintain a personal writing journal or portfolio to demonstrate writing improvement.	7. use personal experience to define and add meaning to written work.
		8. maintain a personal writing journal or portfolio to monitor writing progress.

Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 4: Students will write to clarify and enhance understanding of information.

6-8 Benchmarks:
a. write to clarify what is known about various topics.
b. write to synthesize, interpret, and use new information.
c. use examples from print and electronic sources to support personal interpretations.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. use writing as a means to paraphrase/summarize what is read/heard.	1. write to compare and contrast information from multiple sources.	1. write to synthesize information from multiple sources.
2. write to connect knowledge within and across disciplines. e.g., ecosystems in geography and science.	2. write to transfer learning from one context to another, e.g., finding similarities between history and literature.	2. write to transfer learning from one context to another, e.g., practical application of ideas and theories.
3. use a variety of structures to categorize and organize information, e.g., timelines, Venn diagrams.	3. use graphic organizers to clarify information, e.g., charts, graphs.	3. write to record observations, communicate hypothesis, and analyze information collected.
4. select best sources to support personal interpretations of information, e.g., almanacs, atlases, encyclopedias, CD ROMs.	4. support interpretations or judgments with information from a variety of sources, e.g., electronic databases, interviews.	4. support thesis or judgments with information from various sources, e.g., Internet, newspapers, quotes from authorities.

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Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 1: Students will utilize various listening and viewing strategies in social, academic, and occupational situations.

6-8 Benchmarks:
a. determine specific cognitive and physical barriers to effective listening and viewing.
b. use various listening techniques in problem-solving and decision-making situations.
c. determine the effect of non-verbal cues on interpersonal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. describe appropriate listening behaviors in various social situations, e.g., concerts, plays, classrooms.	1. demonstrate appropriate listening behaviors in various social situations, e.g., school events, assemblies, classrooms.	1. use appropriate listening skills in various large and small group settings, e.g., school sponsored concerts, plays, team projects.
2. ask questions to seek clarification of ideas.	2. ask specific questions to seek elaboration and clarification of ideas and opinions.	2. ask probing questions to seek elaboration and clarification of the speaker's ideas and opinions.
3. summarize, respond to, and evaluate group activities.	3. use appropriate listening and interpersonal skills in various group situations, e.g., goal setting, assigning responsibilities.	3. use listening skills in group settings to share responsibility for a team project, set goals, choose solutions, monitor progress, and meet goals.
4. describe and clarify the personal feelings evoked by the non-verbal communication of others.	4. understand the use of non-verbal skills when communicating with others, e.g., eye contact, posture, gestures.	4. compare/contrast the influence of speaker verbal and non-verbal communication on listener response.
5. distinguish between intentional and unintentional non-verbal communication.		

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Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 2: Students will interpret and evaluate ideas/information from various oral and visual sources.

6-8 Benchmarks:
  a. determine the basic or subliminal meaning of various oral and visual messages, e.g., advertisements, videos, television.
  b. determine methods of assessing the validity and accuracy of various types of oral and visual information.
  c. determine how presentation design can affect the interpretation of oral/visual information, e.g., layout, color, sequence, sound effects.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. examine the reliability and authority of speaker information.	1. determine the accuracy or validity of speaker information.	1. evaluate the credibility of the speaker, e.g., hidden agendas, slanted or biased material.
2. determine the effect of images, text, and sound in electronic journalism.	2. consider the influence of images, text, and sound in print/electronic journalism.	2. analyze the way visual imagemakers represent meaning, e.g., graphic artists, illustrators, news photographers.
3. distinguish between fact and fiction in various communication sources.	3. identify persuasive and propaganda techniques used in television and other media.	3. compare how different information sources cover the same situation or event, e.g., newspaper, journal, television.
4. recognize the use of subliminal messages in various aspects of communication.	4. identify the use of subliminal messages in various forms of communication.	4. determine the use of subliminal messages in various aspects of communication.
5. identify false and misleading information in oral and electronic presentations.	5. recognize how interpretation of literal and figurative meaning can be misleading within electronic communication, e.g., illusion, advertisement, dramatic action.	5. analyze how electronic media uses literal and figurative meanings to influence audience interpretation, e.g., illusion, dramatic action.

COMMUNICATION/LANGUAGE ARTS STANDARDS
6-8

Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 3: Students will utilize various strategies to routinely retain/retrieve critical oral and visual information.

6-8 Benchmarks:
   a. analyze and assess oral/visual information for usefulness.
   b. use specific questioning strategies to comprehend oral/visual information.
   c. use various organizing strategies to recall oral/visual information.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. use questions to clarify instructions and directions. 2. classify information received according to subject or topic for effective retention. 3. use various sources to determine if information is relevant or useful, e.g., journals, encyclopedia, CD-ROM. 4. combine new information with prior knowledge for recall.	1. ask questions designed to elicit specific information as evidence to clarify listener interpretation or understanding. 2. organize information received according to subject or topic for greater retention. 3. use specific sources to determine the relevance or usefulness of information, e.g., periodicals, newspapers, CD-ROMs. 4. relate new information to prior knowledge for effective recall.	1. use various questioning strategies to comprehend and recall information. 2. classify information received according to subject or topic for effective retention. 3. use recognized sources to determine the relevance or usefulness of information, e.g., books, encyclopedias, periodicals, newspapers, CD-ROMs. 4. connect information received to prior knowledge for effective retention and recall.

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Goal 4 - SPEAKING

Students will speak effectively in a variety of formal and informal situations.

Indicator 1: Students will use the appropriate structure and sequence to best express ideas and convey information.

6-8 Benchmarks:

a. investigate the purpose of oral presentations to determine the organization.
b. present oral information in a logical and coherent manner.
c. use input from others to determine the effectiveness of personal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. emphasize important points to assist the listener in following main ideas and concepts. 2. select a focus, organization, and point-of-view for oral presentations. 3. present informative reports that pose relevant questions and develop the topic with facts, details, and examples. 4. explore the usefulness of listener response. 5. use feedback from listeners to improve speaking delivery.	1. communicate ideas and information in an organized manner to support a specific purpose. 2. design presentations which identify problems, causes, and/or effects and offer persuasive evidence for proposed solutions. 3. present oral reports that pose relevant questions and convey a clear and accurate perspective on a subject. 4. describe the characteristics of useful feedback. 5. use feedback to improve the content, delivery, and overall impact on listeners.	1. prepare speech outlines consisting of an introduction, transitions, a logically developed body, and a conclusion. 2. shape information to achieve a particular purpose, matching message to audience and purpose. 3. deliver various presentations that make clear and knowledgeable judgments and provide detailed evidence, examples, and reasoning. 4. analyze the characteristics of constructive feedback, e.g., timeliness, specific examples for improvement. 5. use audience feedback to reconsider and modify the organizational structure/plan of an oral presentation.

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Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 2: Students will use the appropriate language and style for a variety of social, occupational, formal, and informal situations.

6-8 Benchmarks:
    a. define characteristics of the audience when deciding appropriate language.
    b. determine the purpose of oral presentations when deciding appropriate language.
    c. use recognized conventions/mechanics of language in personal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Sixth Grade	Seventh Grade	Eighth Grade
1. present information in conversational and small group settings.	1. determine content and format appropriate for audience and situation, e.g., peers, parents, community members.	1. use oral vocabulary and style appropriate for audience, e.g., parents, school board, peers.
2. choose language and style appropriate to the interest and background knowledge of the audience.	2. determine the language and style appropriate to the purpose and topic.	2. analyze the context and topic to determine the appropriate language for various situations, e.g., formal, informal.
3. use simple, complex, and compound sentences to express complete thoughts orally.	3. use grammar and vocabulary appropriate to the audience and situation.	3. use appropriate grammar and sentence structure in various speaking situations.
4. explore how descriptive language and colorful modifiers can enliven oral presentations.	4. choose descriptive language and colorful modifiers to enliven oral presentations.	4. use expressive language to enliven oral presentations.
5. use effective rate, volume, pitch and tone in oral communication.	5. use appropriate verbal techniques for effective communication, e.g., voice modulation, inflections, tempo, enunciation, phrasing.	5. use appropriate enunciation, pacing, and phrasing during formal/informal communication.

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Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 3: Students will use various presentation strategies to enhance oral communication, e.g., non-verbal techniques, visual aids, physical settings/environments.

6-8 Benchmarks:
a. determine the relationship between non-verbal communication and audience engagement.
b. determine how the listening environment can affect audience engagement, e.g., seating arrangements, clarity of sound.
c. use auxiliary resources to enhance oral presentations, e.g., visual aids, special effects.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

| Sixth Grade	Seventh Grade	Eighth Grade
1. recognize correlation between appearance, self-image, and effective non-verbal communication.	1. identify and define the major kinds of non-verbal communication people use.	1. use appropriate non-verbal communication skills, e.g., eye contact, posture, gestures.
2. select and use audio-visual aids to maximize effects in various communication situations.	2. use images, text, and sound to create effective and interesting presentations.	2. organize and record information on notes, charts, graphs, and maps for various presentations.
3. investigate ways to highlight ideas displayed in visual aids, e.g., color, underlining.	3. describe ways to enhance ideas presented through visual aids, e.g., color, boxing, underlining.	3. design visual aids using techniques which emphasize key ideas, e.g., color, boxing, underlining, highlighting.
4. demonstrate the use of audio-visual equipment in communication, e.g., tape recorder, VCR.	4. explore ways to use audio-visual equipment to enhance communication, e.g., overhead projector, tape recorder, VCR, computer.	4. use audio-visual equipment to enhance communication, e.g., overhead projector, flipchart, tape recorder, VCR, computer.
5. explain how environmental factors affect communication, e.g., setting, space, audience size.	5. adapt the environment to best accommodate the listeners, e.g., viewing arrangement, lighting, sound.	5. examine the environment to determine and adapt to the unique characteristics of the speaking/presentation situation.

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SOUTH DAKOTA
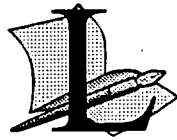
COMMUNICATION/
LANGUAGE ARTS
9 - 12

CONTENT STANDARDS
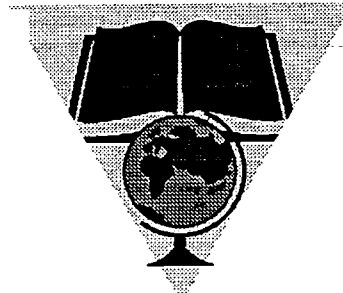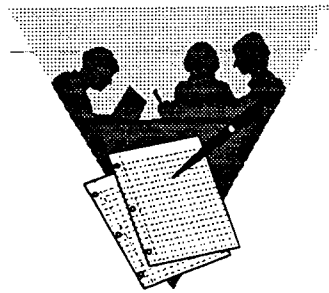
**GOALS
INDICATORS
BENCHMARKS
STANDARDS**

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COMMUNICATION/LANGUAGE ARTS STANDARDS
9-12

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 1: Students will use various reading cues/strategies to comprehend text, e.g., context, semantic, syntactic, and graphophonic cues.

9-12 Benchmarks:
a. use various cues/strategies to connect with text, predict message of text, and validate understanding of text.
b. analyze when a specific cue or strategy can be used most effectively to read for comprehension or to interpret specific materials.
c. use prior knowledge and experience to interpret, evaluate, and construct meaning from various texts.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. use etymology to determine meaning of words.
2. apply various context clues to determine word meaning.
3. discern the relationship between word pairs in analogies, e.g., synonyms/ antonyms, connotation/ denotation.
4. analyze how syntax and word choice in text influence understanding.
5. use various pre-reading strategies to increase comprehension of what is read, e.g., skimming, scanning, word-webbing, scaffolding, questioning.
6. confirm, reject, or revise predictions made about text.
7. connect and synthesize main ideas and concepts to determine relationships with other sources or topics.
8. extend comprehension by combining new information with prior knowledge.
9. evaluate new information in relationship to past experience/knowledge.
10. analyze how personal knowledge may affect interpretation of text.

COMMUNICATION/LANGUAGE ARTS STANDARDS
9-12

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 2: Students will evaluate patterns of organization, literary elements, and literary devices within various texts.

9-12 Benchmarks:
   a. analyze various organizational techniques authors use to engage the reader and create interest, e.g., flashback, cause and effect, sequence.
   b. analyze specific uses of various literary elements and/or devices, e.g., character, plot, setting; imagery, allusion, onomatopoeia.
   c. analyze the effect authors achieve by using a combination of literary elements and devices, e.g., theme/imagery; point-of-view/anecdote.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. analyze the relationships among elements of literature, e.g., plot, setting, character, tone, point-of-view, theme.
2. explain how voice, persona, and narrator affect tone, characterization, plot and credibility.
3. analyze and trace an author's development of time and sequence, including the use of complex literary devices such as foreshadowing and flashbacks.
4. contrast points-of-view in narrative text and how they affect the overall body of work, e.g., first vs. third, limited vs. objective.
5. evaluate the relationship between author's style and literary effect in works of poetry, drama, fiction, and non-fiction.
6. compare/contrast similar themes across genres to determine how the genre shapes the message.
7. analyze the structural characteristics and functions of literary forms and genres, e.g., satire, parody; poetry, drama.
8. explain how the use of sound devices supports the subject and mood, e.g., rhyme, rhythm, onomatopoeia.
9. analyze the effect of figurative language in various genres, e.g., personification, simile, metaphor.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
9-12

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 3: Students will interpret and respond to a diversity of works representative of a variety of cultures and time periods.

9-12 Benchmarks:
a. analyze various literary works to understand how authors reflect or present different perspectives.
b. analyze a variety of literary works to validate and/or reconsider personal perspectives and interpretations.
c. utilize personal criteria and selection process to defend or justify the choice of specific reading materials.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. determine the quality of reading materials by analyzing texts for their practical, informational, or aesthetic value, e.g., define the criteria that determines a classic literary work.
2. examine literary selections from several critical and personal perspectives.
3. evaluate literary criticism for its accuracy, clarity, and insight.
4. read and critique literary works from a variety of eras and a variety of cultures, e.g., ancient, Renaissance, contemporary; Greek, Native American, British.
5. analyze how historical context influences the form, style, and point-of-view of a written work.
6. recognize possible differences between author's intent and the reader's interpretation.
7. analyze an author's explicit and implicit philosophical beliefs and assumptions about a subject.
8. analyze how a literary selection presents a view or comment on life and supports or contradicts contemporary views.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
9-12

Goal 1 - READING
Students will read at increasing levels of complexity for a variety of purposes.

Indicator 4: **Students will access, synthesize, and evaluate information from a variety of sources.**

9-12 Benchmarks:
    a. access and use multiple information sources for a variety of purposes, e.g., Internet, CD-ROM, print materials, video materials, library.
    b. evaluate the validity and reliability of various technical and functional materials.
    c. compile and synthesize information to make reasonable and informed decisions.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. use the reading process to understand directions and procedures, e.g., directions for home and auto repair, schedules, maps.
2. read and follow instructions to use computer software, assemble or construct models or equipment, or complete a project.
3. ascertain the difference between fact, reasoned judgment, and opinion in various texts.
4. analyze information for clarity, relevance, point-of-view, credibility, and supporting data.
5. locate, synthesize, and use information from multiple sources to solve problems and make decisions, e.g., newspapers, magazines, electronic media, public documents.
6. analyze the effect of bias, stereotyping, unsupported inferences, fallacious reasoning, and propaganda techniques in expository text.
7. use the media center for study and research, e.g., computerized data, cataloging systems, Reader's Guide, reference books.

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Goal 2 - WRITING

Students will write effectively for different audiences and specific purposes.

Indicator 1: Students will use appropriate mechanics, usage, and conventions of language.

9-12 Benchmarks:

   a. apply complex conventions of language in written work.
   b. use varied, extensive vocabulary and accurate spelling in written work.
   c. revise and edit written work using essential and refined conventions of standard English.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. distinguish between clearly written sentences and sentences that contain errors in expression or construction, e.g., fragments.
2. use correct spelling, language, punctuation, and capitalization in final copy.
3. use available technology for editing and revising.
4. employ precise language and technical vocabulary to communicate ideas clearly and concisely.
5. use clauses, phrases, and sentence structure correctly and appropriately.
6. demonstrate proficient use of grammar, diction, syntax, and paragraph structure.
7. revise for ideas, paragraph structure, sentence structure, and word choice.
8. use correct form when citing secondary sources, e.g., MLA, APA.
9. credit the sources of both quoted and paraphrased ideas.
10. use appropriate manuscript requirements, e.g., title page, source and support materials, in text citation, use of direct quote, paraphrasing.

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Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 2: Students will use appropriate style, organization, and form in technical, transactional, creative, and personal writing.

9-12 Benchmarks:
a. analyze and use appropriate organization based on the established writing purpose and intended audience.
b. evaluate and use appropriate writing style based on the established purpose and intended audience.
c. analyze and use the writing format required for a specific type of publication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. analyze speaker, audience, purpose, and form when planning descriptive, narrative, expository, and persuasive writing.
2. develop literary, personal, and technical writings to inform, explain, analyze, and entertain.
3. write business correspondence acceptable for workplace or academics.
4. make appropriate choices regarding voice, vocabulary, organization, and level of detail based upon audience, purpose, and context.
5. organize information to support the purpose of the writing.
6. write documented papers, e.g., research or I-search papers.
7. use appropriate style for citing secondary sources, e.g., MLA, APA.
8. conform to appropriate formats in writing, e.g., letters, memos, reports, summaries, resumes, applications.
9. publish completed pieces for a variety of audiences, e.g., school, parents, community, business, newspaper.

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Goal 2 - WRITING

Students will write effectively for different audiences and specific purposes.

Indicator 3: Students will use various strategies and techniques to improve writing quality.

9-12 Benchmarks:

a. analyze the styles of various authors to model effective writing.
b. seek, evaluate, and use recommendations from others to improve writing consistency and coherence.
c. write on a routine basis to gain confidence in personal work and to refine voice and authority as an author.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. analyze and model how authors establish and maintain a consistent tone and focus throughout the text.
2. analyze and model the structure or organizational patterns of various texts.
3. use elements such as point-of-view, characterization, and irony for specific rhetorical and aesthetic purposes.
4. consider how language and visuals enliven characters, enhance plot development, or evoke response, e.g., rhythm, rhyme, repetition, sensory imagery, dialect, and figurative language.
5. articulate strengths and weaknesses as a writer through personal reflection and/or conferencing.
6. revise writing to improve logic of organization and controlling idea, level of detail, style, word choice, and sentence variety.
7. use available tools/resources to revise and edit personal work, e.g., Franklin speller, grammar checker, thesaurus.
8. use technology to share written work with other writers and review feedback.
9. incorporate suggestions from others for revisions and editing into rewrites.
10. maintain a personal writing journal/portfolio for reflection.
11. use a variety of techniques to brainstorm, draft, revise, edit, and publish writing.
12. use personal experience, opinions, and reactions to enhance writing.
13. use topics, concepts, and knowledge from other content areas as an arena and focus for writing.
14. develop a personal routine to improve writing, e.g., formal/informal, impromptu/prepared, private/public.

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Goal 2 - WRITING
Students will write effectively for different audiences and specific purposes.

Indicator 4: Students will write to clarify and enhance understanding of information.

9-12 Benchmarks:
a. write to clarify thinking and what is known about various topics.
b. write to analyze, synthesize, interpret, and use new information.
c. use multiple examples from print and electronic sources to support personal interpretations.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. organize and link related information from multiple sources, e.g., government publications, microfiche, news sources, in-depth field studies, speeches, letters.
2. distinguish one's own ideas from information created or discovered by others.
3. present information and ideas from primary and secondary sources accurately and clearly.
4. support key ideas and viewpoints through accurate and detailed references to the text or other works.
5. write responses that analyze the use of imagery, universal themes, and/or unique perspectives/aspects of text.
6. write text, notes, outlines, comments, and observations to synthesize content, processes, and experiences from a variety of media.
7. synthesize information from multiple sources and analyze how each medium offers different perspectives.

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Goal 3 - LISTENING AND VIEWING

Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 1: Students will use various listening and viewing strategies in social, academic, and occupational situations.

9-12 Benchmarks:
  a. analyze various cognitive and physical barriers to effective listening and viewing, e.g., prejudice, prior knowledge/experience.
  b. apply effective listening techniques for creative problem-solving and collaborative decision-making.
  c. analyze the impact of non-verbal cues used in interpersonal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelve Grades
1. evaluate how differing verbal cues affect the impact of the message, e.g., speaker's diction, syntax, tone, rate, pitch, volume, quality.
2. use interpersonal etiquette and maintain an open mind when listening and viewing.
3. ask appropriate, focused, and subject-related questions to interpret the intent of the communication.
4. summarize, restate, or paraphrase what has been presented for clarification and understanding.
5. interpret instructions and directions presented in a variety of forms and situations.
6. determine how the clarity and organization of communication can impact the meaning of a message.
7. analyze how non-verbal communication can influence the believability and interpretation of the message, e.g., distracting behaviors or habits.
8. analyze the use and effect of eye contact, facial expression, gestures, and posture.

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Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 2: Students will interpret and evaluate ideas/information from various oral and visual sources.

9-12 Benchmarks:
a. analyze the underlying or subliminal meaning of various and visual messages, e.g., advertisements, electronic media, other print/media.
b. evaluate the validity and accuracy of various types of oral and visual information.
c. evaluate how presentation affects the impact/interpretation of oral/visual information, e.g., layout, color, sequence, sound effects.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. analyze the varying effects of different modes of media coverage, e.g., nightly news, news magazines, documentaries, Internet.
2. evaluate the credibility of a speaker and the plausibility of the message, e.g., hidden agenda, slanted material, biased opinion.
3. analyze strategies used by the media to inform, persuade, entertain and represent culture, e.g., advertising, perpetuation of stereotypes, visual representations, special effects, language.
4. evaluate types of evidence speakers use for credibility, validity, and relevance, e.g., statistics, testimonies, specific instances.
5. analyze types of arguments used by various speakers, e.g., argument by causation, analogy, authority, emotion, logic.
6. analyze how various techniques used to create aesthetic effects in media presentations may alter the message, e.g., Shakespeare's Henry V to Kenneth Branagh's 1990 version.
7. distinguish between various forms of logical and critical thinking used in persuasion/debate, e.g., inductive and deductive reasoning, reasoning from syllogisms and analogies.
8. understand use of language techniques such as labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, and unsupported arguments.

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COMMUNICATION/LANGUAGE ARTS STANDARDS
9-12

Goal 3 - LISTENING AND VIEWING
Students will use critical listening and viewing skills in various situations and for a variety of purposes.

Indicator 3: Students will use various strategies to retain/retrieve critical oral and visual information.

9-12 Benchmarks:
   a. analyze and evaluate oral/visual information for relevancy and usefulness.
   b. use specific questioning techniques used to clarify and comprehend oral/visual information.
   c. use organizing and categorizing strategies to recall oral/visual information.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. use appropriate recognized sources to validate the credibility and reliability of information, e.g., books, journals, experts.
2. paraphrase the speaker's purpose and point-of-view for clarification and comprehension.
3. ask relevant questions concerning content and meaning of information for increased comprehension and retention.
4. use various grouping, ordering, and mnemonic strategies for organizing and recalling information.
5. use notetaking techniques to record, synthesize, and retrieve information.
6. recognize and use logical patterns of organization, e.g., chronological order, topical, cause/effect.

Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 1: Students will use the appropriate structure and sequence to best express ideas and convey information.

9-12 Benchmarks:
    a. analyze the purpose/intent of oral presentations to determine appropriate organization/sequence.
    b. deliver oral information in a logical, organized, and coherent manner.
    c. use listener response to evaluate the effectiveness of personal communication, e.g., participation, evaluation, feedback.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. recognize and use elements of classical speech form, e.g., introduction, transitions, body, and conclusion.
2. construct and deliver a variety of speeches, e.g., memorized, impromptu, extemporaneous, expository, narrative, informative, entertaining, persuasive.
3. choose appropriate devices for introduction and conclusion, e.g., literary quotations, anecdotes, quotations from authorities.
4. choose logical patterns of organization to inform, persuade, or unite audiences, e.g., chronological, topical, cause/effect.
5. plan formal oral presentations using various supporting strategies, e.g., well-structured, logical arguments, details, examples, illustrations, statistics, comparisons, analogies.
6. present dramatic readings of literary selections.
7. use specific rhetorical devices to back up assertions, e.g., an appeal to logic through reasoning; an appeal to emotional or ethical belief; a personal anecdote; a case study; an analogy.
8. clarify and defend positions with precise and relevant evidence.
9. monitor audience for non-verbal feedback cues.
10. seek feedback on clarity and coherence of presentation or speech.
11. reassess choices and strategies used in oral communication based upon feedback.

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Goal 4 - SPEAKING
Students will speak effectively in a variety of formal and informal situations.

Indicator 2: Students will use appropriate language and style for a variety of social, occupational, formal, and informal situations.

9-12 Benchmarks:
  a. analyze the characteristics of the target audience to determine appropriate style and language.
  b. analyze the intent/purpose of oral presentations to determine appropriate style and language.
  c. apply the appropriate conventions/mechanics of language in personal communication.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. analyze the audience before making final choices on a speech topic, format, and style, e.g., listener values, needs, perspectives, expectations.
2. recognize the influence physical and societal demographics can have on the response of an audience, e.g., age, gender, religion; racial, ethnic, and cultural backgrounds.
3. use vocabulary and terminology appropriate for the audience.
4. analyze the occasion to determine appropriate speech topic, format, and style.
5. determine the relationships among purpose, audience, and content of presentation.
6. compare and contrast characteristics of interpersonal, small group, and public communication.
7. work effectively in group settings to solve specific problems.
8. use technical terms and notations accurately in oral presentations.
9. use appropriate grammar, sentence structure, and syntax in various speaking situations.
10. use effective strategies in interpersonal communication settings, e.g., workplace communication, interviews, meetings.

Goal 4 - SPEAKING

Students will speak effectively in a variety of formal and informal situations.

Indicator 3: Students will use various presentation strategies to enhance oral communication, e.g., non-verbal techniques, visual aids, physical settings/environments.

9-12 Benchmarks:
   a. select various non-verbal techniques to engage and communicate with an audience.
   b. create an effective listening environment to engage audiences in a variety of situations, e.g., seating arrangement, podium position.
   c. use various auxiliary resources to facilitate oral presentations, e.g., visual aids, special effects.

GRADE LEVEL STANDARDS
THE STUDENT WILL:

Ninth - Twelfth Grades
1. use explicit verbal techniques for effective presentations, e.g., pitch, quality, volume, rate, inflections, enunciation, variety.
2. use explicit non-verbal techniques for effective presentations, e.g., eye contact, gestures, body movement, platform movement, facial expressions.
3. use non-verbal characteristics as transitional devices, to build a climax, and to reinforce ideas.
4. use effective strategies for speech preparation and presentation, e.g., written manuscripts, notes.
5. use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details.
6. determine how the environment for an audience can affect communication, e.g., audience size, seating arrangement, lighting, temperature, proximity.
7. adjust speaking style and format to the physical surroundings of the presentation setting.
8. use visual aids and/or technology to support presentations, e.g., props, charts, multimedia.
9. deliver multimedia presentations that combine text, images, and sound, e.g., video, CD-ROM, Internet and computer generated images.
10. determine when to use various resources to create effective presentations, e.g., music, sound effects, color, graphics, text.

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