

English Language Arts Curriculum Checklist for 3-5

Strand	Standard and Benchmark	3	4	5	
	Standard 1: All students will read and comprehend general and technical material.				
Meaning and Communication	1. Use reading for multiple purposes.				
	2. Read with developing fluency a variety of texts.				
	3. Employ multiple strategies to construct meaning				
	4. Employ multiple strategies to recognize words as they construct meaning.				
	5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.				
	Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.				
Meaning and Communication	1. Write fluently for multiple purposes to produce a variety of compositions.				
	2. Recognize and use authors' techniques in composing their own texts.				
	3. Plan and draft texts, and revise and edit in response to the suggestions expressed by others about ideas, organization, style, and word choice.				
	4. Identify multiple language conventions and use them when editing text.				
	Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.				
Meaning and Communication	1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts.				
	2. Analyze the impact of variables on components of the communication process.				
	3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively.				
	4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking.				
	5. Employ strategies to construct meaning while reading, listening to, viewing, or creating texts.				
	6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources.				
	7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence and audience.				
	8. Express their responses to oral, visual, and written, and electronic texts, and compare their response to those of others.				
		Standard 4: All students will use the English language effectively.			
	Language	1. Describe language patterns used in their spoken, written, and visual communication contexts.			
2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations.					
3. Begin to recognize how words and phrases relate to their origin.					
4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.					
5. Recognize and use language appropriate for varied contexts and purposes.					
	Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.				
Literature	1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.				
	2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world.				
	3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.				
	4. Describe how various cultures and our common heritage are represented in literature and other texts.				
	5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.				
	Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.				
Voice	1. Practice using elements of effective communication to enhance their relationships in their school and communities.				
	2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.				
	3. Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' lives.				
	4. Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences.				

Skills and Processes	Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.			
	1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning.			
	2. Monitor their progress while beginning to use a variety of strategies to overcome difficulties when constructing and conveying meaning.			
	3. Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.			
Genre and Craft of Language	4. Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes.			
	Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.			
	1. Identify and use mechanics that enhance and clarify understanding.			
	2. Identify and use elements of various narrative genre and story elements to convey ideas and perspectives.			
	3. Identify and use characteristics of various informational genres and elements of expository text structure to convey ideas.			
Depth of Understanding	4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically.			
	5. Describe and use the characteristics of various oral, visual, and written texts and the textual aids they employ to convey meaning.			
	Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.			
	1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts.			
Ideas in Action	2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.			
	3. Use conclusions based on their understanding of differing views presented in text to support a position.			
	Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.			
Inquiry and Research	1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.			
	2. Combine skills to reveal their strengthening literacy.			
	3. Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation.			
	Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.			
	1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.			
Critical Standards	2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate.			
	3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.			
	4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or a problem.			
	Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.			
	1. Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts.			
	2. Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.			
	3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities and explain their choices.			
	4. Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.			
	5. Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.			