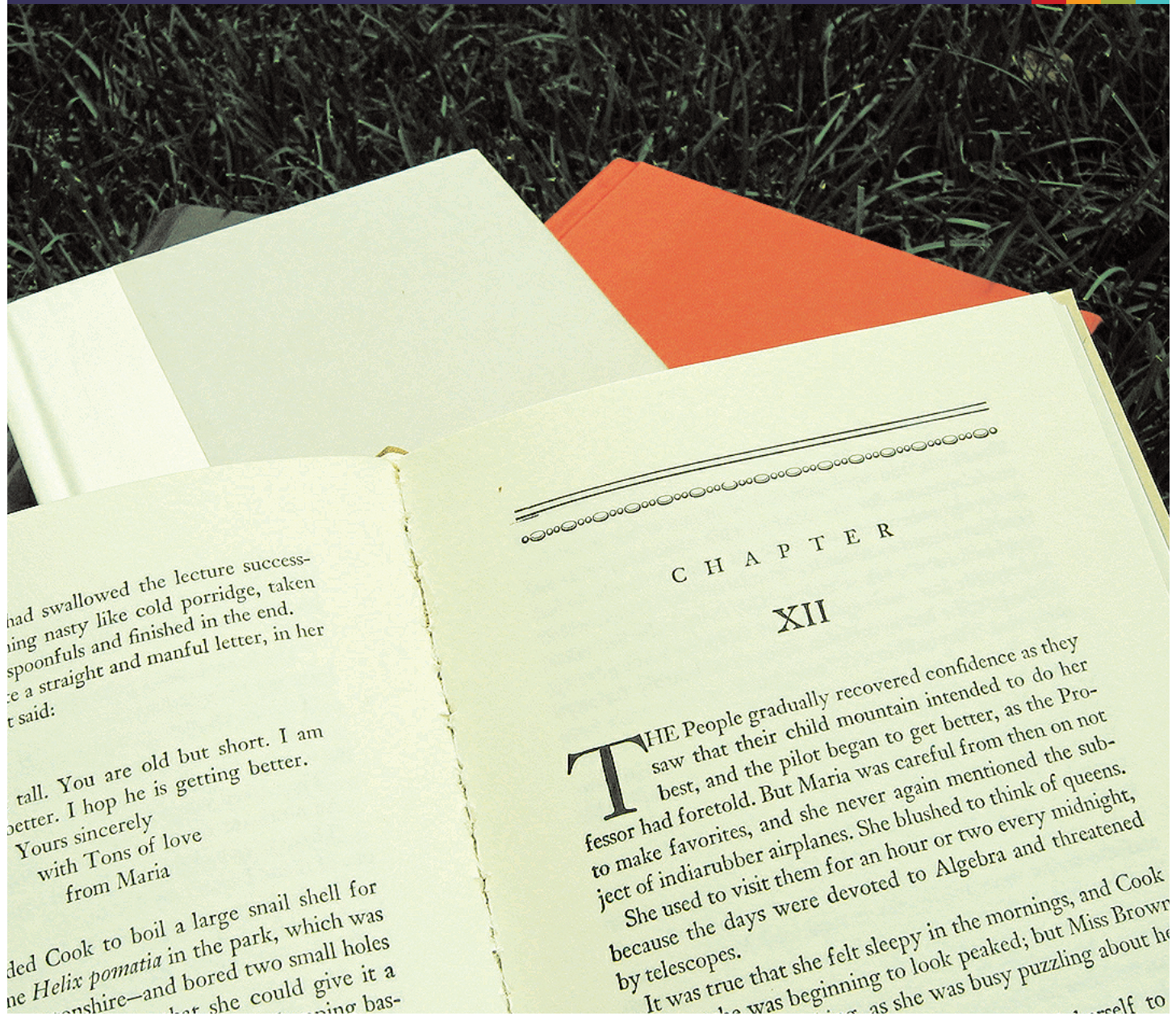


English Language Arts Checklist

NEW YORK STATE LEARNING STANDARDS



had swallowed the lecture success-
fully, like cold porridge, taken
spoonfuls and finished in the end.
He wrote a straight and manful letter, in her
name, and said:

tall. You are old but short. I am
better. I hope he is getting better.
Yours sincerely
with Tons of love
from Maria

ded Cook to boil a large snail shell for
the *Helix pomatia* in the park, which was
in Wiltshire—and bored two small holes
in it so that she could give it a
running bas-

CHAPTER

XII

THE People gradually recovered confidence as they
saw that their child mountain intended to do her
best, and the pilot began to get better, as the Pro-
fessor had foretold. But Maria was careful from then on not
to make favorites, and she never again mentioned the sub-
ject of indiarubber airplanes. She blushed to think of queens.
She used to visit them for an hour or two every midnight,
because the days were devoted to Algebra and threatened
by telescopes.
It was true that she felt sleepy in the mornings, and Cook
was beginning to look peaked; but Miss Brown
as she was busy puzzling about her

English Language Arts Checklist

NEW YORK STATE LEARNING STANDARDS



had swallowed the lecture success-
ing nasty like cold porridge, taken
spoonfuls and finished in the end.
ce a straight and manful letter, in her
t said:

tall. You are old but short. I am
better. I hop he is getting better.
Yours sincerely
with Tons of love
from Maria

ded Cook to boil a large snail shell for
ne *Helix pomatia* in the park, which was
enshire—and bored two small holes
that she could give it a
ing bas-

CHAPTER

XII

THE People gradually recovered confidence as they
saw that their child mountain intended to do her
best, and the pilot began to get better, as the Pro-
fessor had foretold. But Maria was careful from then on not
to make favorites, and she never again mentioned the sub-
ject of indiarubber airplanes. She blushed to think of queens.
She used to visit them for an hour or two every midnight,
because the days were devoted to Algebra and threatened
by telescopes.
It was true that she felt sleepy in the mornings, and Cook
he was beginning to look peaked; but Miss Brown
as she was busy puzzling about he
self to

Standard 1 Pre K-1

Students will read, write, listen and speak for information and understanding

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Locate and use classroom and library media center resources, with assistance, to acquire information				
Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas				
Interpret information represented in pictures, illustrations, and simple charts and webs				
Recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment, and STOP signs				
Distinguish between texts with stories and texts with information				
Draw on prior experience to understand new data, facts and ideas				
Use a picture dictionary as resource for vocabulary				
Select books, with teacher assistance, to meet informational needs				
Distinguish between print and pictures				
Recognize the difference between letters and words				
Follow left to right and top to bottom direction when reading				
Locate parts of a book				
Recognize and identify letters of the alphabet				
Alphabetize high frequency words according to the first letter				
Distinguish the differences between vowels and consonants				
Use beginning and ending consonants as well as vowel sounds to identify words				
Recognize the different sounds that make up a word				
Point to words in a text or on a chart when read aloud, matching spoken word to print				
Recognize the singular and plural of frequently used words				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Pre K-1

(continued)

Students will read, write, listen and speak for information and understanding

A Reading *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Recognize letter/sound correspondence (phonetic awareness)				
Recognize that words consist of a combination of sounds (phonemic awareness)				
Identifying rhyming words				
Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning				
Read aloud with expression and fluency				
Use computer software to support early reading development				

B Writing

Students will write on a daily basis across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Copy words, phrases, and sentences from books , magazines, signs, charts, and own dictation				
Write own names on pictures, drawings, paintings, and written products				
Write data, facts, and ideas gathered from personal experiences				
Use graphics (for example, posters) to communicate information from personal experience				
Maintain, with teacher assistance, a portfolio of informational writings and drawings				
Create a drawing, picture, sign, or other graphic to represent a word or concept				
Follow left to right and top to bottom direction when writing				
Use spacing between letters and words when writing on a line				
Write recognizable upper- and lowercase letters in manuscript				
Capitalize proper names and the letter "I"				
Write letters of own first and last name				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Pre K-1

(continued)

Students will read, write, listen and speak for information and understanding

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Spell high frequency words correctly				
Use the singular and plural of high frequency words				
Put words together in sentence format				
Use beginning of sentence capitalization and end punctuation				
Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process				
Give and seek constructive feedback in order to improve writing				
Use computer software to support development of early writing skills				

C Listening

Students will listen in order to:

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Acquire information from nonfiction text				
Identify words and sentences on a chart				
Follow directions involving a few steps				
Identify and respond to environmental sounds that provide information, such as a school bell or a fire alarm				
Identify similarities and differences in information about people, places, and events				
Listen respectively and responsively				
Attend to a listening activity for a specified period of time				
Avoid interrupting				
Respond with expression appropriate to what is heard				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Pre K-1

(continued)

Students will read, write, listen and speak for information and understanding

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to share data, facts, and ideas in, for example: role play, group discussions, reports on classroom projects, field trips, etc				
Speak in order to: dictate information, report to others, connect personal experience information to information from nonfiction texts, retell several pieces of information in sequence, ask questions to clarify topics, directions, and/or classroom routines, responds verbally				
Use appropriate visual aids to illustrate a word or concept when speaking to share information				
Respond respectfully				
Use age-appropriate vocabulary				
Take turns speaking in a group				
Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and video tapes, and computer software				
Speak in complete sentences when required				
Stay on topic				
Speak audibly				
Speak with expression appropriate to the occasion				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Pre K-1

Students will read, write, listen, and speak for literary response and expression

A Reading

Students will read a minimum of 25 books per year across all content areas

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read books with limited text, repetitive language, and simple illustrations, such as: picture and concept books, poems and rhymes, dictated stories, beginning books, electronic books				
Comprehend, interpret, and respond to imaginative texts and performances				
Engage in prereading and reading activities in order to: select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as a theme/topic; make connections between personal experiences and stories read; connect a picture or illustration to a story; predict what might happen next in a story				
Engage in prereading and reading activities in order to: draw conclusions from a story, identify characters, settings, and events in a story; retell a story; distinguish between what is real and what is imaginary				
Dramatize or retell stories, using puppets, toys, and other props				
Distinguish between print and pictures				
Recognize the difference between letters and words				
Follow left to right and top to bottom direction when reading				
Locate parts of a book				
Recognize and identify letters of the alphabet				
Alphabetize high frequency words according to the first letter				
Distinguish the difference between vowels and consonants				
Use beginning and ending consonants as well as vowel sounds to identify words				
Recognize the different sounds that make up a word				
Point to words in a text or on a chart when read aloud, matching spoken word to print				
Recognize the singular and plural of frequently used words				
Recognize own name and the names of friends and family in print				
Recognize letter/sound correspondence (phonetic awareness)				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Pre K-1

(continued)

Students will read, write, listen, and speak for literary response and expression

A Reading *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Recognize tat words consist of a combination of sounds (phonemic awareness)				
Identify rhyming words, monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning				

B Writing

Students will write on a daily basis across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write original imaginative texts: create a story with a beginning, middle and end, using pictures/drawings and some words, create poems or jungles, using pictures/drawings and some words				
Write in order to respond to text: express feelings about characters or events in one or more stories; describe characters, settings, or events; list a sequence of events in a story; retell a story, using words and pictures; identify the problem and solution in a simple story				
Maintain, with teacher assistance, a portfolio of writings and drawings in response to literature				

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to comprehend, interpret, and respond to imaginative texts and performances, such as: storytelling and choral reading; group discussions of a story, song, rhyme, finger play, or poem; videotape presentations; puppet shows; dramatic productions				
Listen to imaginative texts and performances in order to: identify character, setting, plot; respond to vivid language; for example, nonsense words; identify specific people, places, and events; distinguish between a story and a poem				
Listen to imaginative texts and performances in order to: appreciate and enjoy literary works; match spoken words with pictures; recall sequence of events from a personal experience or story				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Pre K-1

(continued)

Students will read, write, listen, and speak for literary response and expression

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak in order to: interpret words of characters in stories				
Speak in order to: engage in conversations with adults and peers regarding pictures, books, and experiences				
Role play characters or events from stories				
Express feelings about a work of fiction or poetry				
Respond to stories, legends, and songs from different cultural and ethnic groups				
Compare stories from personal experience with stories heard or read				
Dictate stories with a beginning, middle and end				
Express the mood or emotion of a story by using a variety of words				
Describe the action of characters in a story				
Tell real or imaginative stories based on response to illustrations				
Retell familiar stories in a logical sequence Ask for clarification of events in a story				
Describe familiar persons, places, or objects				
Recite short poems, nursery rhymes, and finger plays				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Pre K-1

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading

Identify, explain, and evaluate ideas,

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Identify, explain, and evaluate ideas, themes, and experiences from texts and performances				
Utilize KWL process about a specific story, theme or topic				
Utilize illustrations to understand the content and to make predictions				
Make predictions				
Change the sequence of the story to create a different ending				
Compare a character in a story or article to a person with the same career or experience				
Form an opinion about the differences between events in a story and events in their own lives				
Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations				
Identify the characters in a story and what each contributes to the events of the story				
Recognize different plots in books by the same author				
Distinguish between real and imaginary stories				
Distinguish between print and pictures				
Recognize the difference between letters and words				
Follow left to right and top to bottom direction when reading				
Locate parts of a book				
Recognize and identify letters of the alphabet				
Alphabetize high frequency words according to the first letter				
Distinguish the difference between vowels and consonants				
Use beginning and ending consonants as well as vowel sounds to identify words				
Recognize the different sounds that make up a word				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Pre K-1

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Point to words in a text or on a chart when read aloud matching spoken word to print				
Recognize the singular and plural of frequently used words				
Recognize own name and the names of friends and family in print				
Recognize letter/sound correspondence (phonetic awareness)				
Recognize that words consist of a combination of sounds (phonemic awareness)				
Identify rhyming words				
Read aloud with expression and fluency				
Use computer software to support early reading development				
Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning				

B Writing

Write to express opinions or judgments

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Create a drawing, picture, sign or other graphic to represent a word or concept				
Follow left to right and top to bottom direction when writing				
Use spacing between letters and words when writing on a line				
Capitalize proper names and the letter "I"				
Write letters of own first and last name				
Spell high frequency words correctly				
Use the singular and plural of high frequency words				
Put words together in sentence format				
Use beginning-of-sentence capitalization and end punctuation				
Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Pre K-1

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

B Writing *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Give and seek constructive feedback in order to improve writing				
Use computer software to support development of early writing skills				
Maintain, with teacher assistance, a portfolio of writings and drawings that reflect opinions and judgments				

C Listening

Listen in order to form an opinion or judgment based on information or discussion

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen respectfully and responsively				
Attend to a listening activity for a specified period of time				
Avoid interrupting				
Respond with expression appropriate to what is heard				

D Speaking

Speak in order to express opinions, share knowledge, etc

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Compare characters, settings, or events in two or more stories				
Express an opinion about the color, form, and style of illustrations				
Explain criteria for choosing a book				
Brainstorm to create an experience chart				
Explain why different characters may view the same action or event differently				
Compare and contrast events or characters in a story with own lives				
Compare and contrast different versions of the same story				
Respond respectfully				
Use age-appropriate vocabulary				
Take turns speaking in a group				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3

Pre K-1

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

D Speaking

(continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio-videotapes, and computer software				
Speak in complete sentences				
Stay on topic				
Speak audibly				
Speak with expression appropriate to the occasion				

Standard 4 Pre K-1

Students will read, write, listen and speak for social interaction

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read a variety of material with limited text, repetitive language, and simple				
Illustrations on a daily basis, such as: text and pictures				
Morning messages				
Daily routine charts				
Experience charts				
Notes, cards, and letters				
Share reading experiences to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud				
Respect age, gender, and cultural traditions of the writer				
Recognize the vocabulary of social communication; for example, the language of salutations and closings				

B Writing

Students will write on a daily basis across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write the following to establish, maintain, and enhance personal relationships: letters of the alphabet; numbers; words and pictures; cards, notes, and letters; personal experience stories				
Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group				
Respect the age, gender, and culture of the recipient				
Write friendly letters to others, using salutation and closing				
Maintain, with teacher assistance, a portfolio of writings and drawings for social interaction				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 4 Pre K-1

(continued)

Students will read, write, listen and speak for social interaction

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to establish, maintain, and enhance personal relationships, for example: conversations; circle time, group discussions; parallel play; role play; shared reading and writing experiences				
Respect the age, gender, and culture of the speaker				
Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners				
Listen for the tone of voice and content that signal friendly communication				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to establish, maintain, and enhance personal relationships in, for example: conversations, circle time, role play, shared reading and writing experiences				
Participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment				
Share favorite anecdotes, riddles, and rhymes with peers and familiar adults				
Respect the age, gender, and interests of the listener				
Discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

English Language Arts Checklist

NEW YORK STATE LEARNING STANDARDS



had swallowed the lecture success-
fully, like cold porridge, taken
spoonfuls and finished in the end.
He a straight and manful letter, in her
t said:

tall. You are old but short. I am
better. I hop he is getting better.
Yours sincerely
with Tons of love
from Maria

ded Cook to boil a large snail shell for
ne *Helix pomatia* in the park, which was
shire—and bored two small holes
that she could give it a
ing bas-

CHAPTER

XII

THE People gradually recovered confidence as they
saw that their child mountain intended to do her
best, and the pilot began to get better, as the Pro-
fessor had foretold. But Maria was careful from then on not
to make favorites, and she never again mentioned the sub-
ject of indiarubber airplanes. She blushed to think of queens.
She used to visit them for an hour or two every midnight,
because the days were devoted to Algebra and threatened
by telescopes.
It was true that she felt sleepy in the mornings, and Cook
he was beginning to look peaked; but Miss Brown
as she was busy puzzling about he
self to

Standard 1 Gr 2-4

Students will read, write, listen and speak for information and understanding

A Reading

Students will read a minimum of 25 books across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Locate and use library media resources, with assistance, to acquire information				
Read unfamiliar texts independently to collect and interpret data, facts, and ideas				
Read and understand written directions				
Locate information in a text that is needed to solve a problem				
Identify main ideas and supporting details in informational texts				
Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information				
Relate data and facts from informational texts to prior information and experience				
Compare and contrast information on one topic from two different sources				
Identify a conclusion that summarizes the main idea				
Select books independently to meet informational needs				
Identify and interpret significant facts taken from maps, graphs, charts, and other visuals				
Use graphic organizers to record significant details from informational texts				
Identify purpose for reading				
Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning				
Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)				
Use self monitoring strategies, such as rereading and cross-checking				
Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 2-4

(continued)

Students will read, write, listen and speak for information and understanding

A Reading (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Recognize the difference between phrases and sentences				
Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension				
Engage in independent silent reading				
Recognize and discriminate among a variety of informational texts				
Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings				
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources				
Read aloud at appropriate rate				
Read with increasing fluency and confidence from a variety of texts				
Maintain a personal reading list to reflect reading goals and accomplishments				
Use computer software to support reading				

B Writing

Students will write an average of 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use at least two sources of information in writing a report				
Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently				
State a main idea and support it with facts and details				
Use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order				
Connect personal experiences and observations to new information from school subject areas				
Use dictionaries and/or computer software to spell words correctly				
Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 2-4

(continued)

Students will read, write, listen and speak for information and understanding

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Support interpretations and explanations with evidence from text				
Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers				
Begin to develop a voice in writing				
Spell frequently used words correctly				
Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks				
Use correct verb tense and use varied vocabulary and sentence structure				
Write sentences in logical order and create paragraphs to develop ideas				
Use an organizational format that reflects a beginning, middle and end				
Develop an idea within a brief text				
Learn and use the "writing process" (prewriting, drafting, revising, proofreading)				
Use the revision strategies to develop writing, including conferring with teachers and peers, and cut and paste				
Determine the intended audience before writing				
Use legible print and/or cursive writing				
Use word processing				

C Listening

Students will listen in order to:

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Acquire information and/or understand procedures				
Identify essential details				
Determine the sequence of the steps given				
Identify main ideas and supporting details				
Identify a conclusion that summarizes the main idea				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 2-4

(continued)

Students will read, write, listen and speak for information and understanding

C Listening (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Interpret information by drawing on prior knowledge and experience				
Collect information				
Listen respectfully and responsively				
Attend to a listening activity for an extended period of time				
Avoid interrupting				
Respond appropriately to what is heard				

D Speaking

Students will speak in order to:

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Provide directions, express an opinion, ask questions, and summarize				
Provide a sequence of steps				
Describe a problem and suggest one or more solutions				
State a main idea with supporting examples and details				
Explain a line of reasoning				
Present a short oral report, using at least two sources of information, such as a person, a book, a magazine article, a television program, or electronic text				
Use complete sentences, age and content appropriate vocabulary				
Use logical order in presentations				
Respond respectfully				
Initiate communication with peers and familiar adults				
Use age-appropriate vocabulary and speak in grammatically correct sentences				
Use gestures appropriate to conveying meaning				
Establish eye contact to engage the audience and speak loudly enough to be heard by the audience				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 2-4

Students will read, write, listen, and speak for literary response and expression

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read and view imaginative texts and performances, such as: stories, poems and songs, folk tales and fables, plays, film and video productions, electronic books				
Select literature based on personal needs and interests from a variety of genres and by different authors				
Engage in purposeful oral reading in small and large groups				
Read print-based and electronic imaginative texts silently on a daily basis for enjoyment				
Recognize the differences among the genres of stories, poems, and plays				
Relate setting, plot, and characters in literature to own lives				
Explain the difference between fiction and nonfiction				
Use previous reading and life experiences to understand and compare literature				
Make predictions, and draw conclusions and inferences about events and characters				
Identify cultural influences in texts and performances				
Recognize the value of illustrations in imaginative text				
Maintain a personal reading list to reflect reading accomplishments and goals				
Use specific evidence from stories to identify themes; describe characters, their actions and motivations; and relate sequence of events				
Use knowledge of story structure, story elements, and key vocabulary to interpret stories				
Use graphic organizers to record significant details about characters and events in stories				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 2-4

(continued)

Students will read, write, listen, and speak for literary response and expression

B Writing

Students will write an average of 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write original imaginative texts, such as: stories, poems and songs, plays				
Create characters, simple plot and setting				
Use rhythm and rhyme to create short poems and songs				
Use dialogue to create short plays				
Use vivid and playful language				
Use descriptive language to create an image				
Write interpretive and responsive essays in order to, for example: identify title, author, and illustrator				
Describe literary elements such as plot, setting, characters				
Describe themes of imaginative texts				
Express a personal response to literature				
Compare and contrast elements of text				
Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story				
Produce imaginative stories and personal narratives that show insight, development, organization, and effective language				
Use resources such as personal experiences and themes from other texts and performances to stimulate own writing				
Use a computer to create, respond to, and interpret imaginative texts				
Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers				
Spell frequently used words correctly				
Use basic punctuation correctly				
Use correct verb tense				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 2-4

(continued)

Students will read, write, listen, and speak for literary response and expression

B Writing *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use specific vocabulary and varied sentence structure				
Write sentences in logical order to develop ideas and create paragraphs				
Use an organizational format that reflects a beginning, middle, and end				

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to comprehend, interpret, and respond to imaginative texts and performances, such as: stories, poems and songs, folk tales and fables, plays, films and video productions				
Listen in order to: identify elements of character, plot, and setting to understand author's message or intent				
Connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation Identify author's use of rhythm, repetition, and rhyme				
Compare and contrast ideas of others to own ideas				
Use note taking and webbing strategies to organize information and ideas recalled from stories read aloud				
Listen respectfully and responsively for an extended period of time				
Avoid interrupting				
Respond appropriately to what is heard				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to present interpretations and responses to imaginative texts in, for example: class and group discussions, role play and creative drama, conferences with teacher, and book reviews				
Speak in order to: present original works such as stories, poems, and plays to classmates				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 2-4

(continued)

Students will read, write, listen, and speak for literary response and expression

D Speaking (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Give book reviews				
Describe characters, setting, plot				
Make inferences and draw conclusions				
Compare imaginative texts and performances to personal experiences and prior knowledge				
Explain cultural and ethnic features in imaginative texts				
Ask questions to clarify and interpret imaginative texts and performances				
Discuss themes of imaginative texts				
Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentations				
Respond respectfully				
Initiate communication with peers and familiar adults				
Use gestures appropriate to conveying meaning				
Establish eye contact to engage the audience				
Speak loudly enough to be heard by the audience				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 2-4

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading

Students will read to analyze and evaluate information, ideas and experiences

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Evaluate content in order to identify the author's purpose				
Evaluate important and unimportant details				
Whether events, actions, character, and/or settings are realistic				
Compare and contrast characters, plot, and setting in two literary works				
Analyze ideas and information based on prior knowledge and personal experience				
Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor				
Judge truthfulness or accuracy of content with assistance from teachers/caregivers in order to gather facts and form opinions				
Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience				
Identify purpose for reading				
Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning				
Use decoding strategies (sounding out words, comparing similar words, breaking words into smaller words, looking for word parts)				
Use self-monitoring strategies, such as rereading and cross-checking				
Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools				
Recognize the difference between phrases and sentences				
Read with attention to sentence structure and punctuation to assist in comprehension				
Engage in independent silent reading				
Locate the name of the author, illustrator, the title page, table of contents, index and chapter headings				
Recognize and discriminate among a variety of informational texts				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 2-4

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Determine the meaning of unfamiliar words by using context clues, dictionaries and other classroom resources				
Read aloud at appropriate rate				
Read with increasing fluency and confidence from a variety of texts				
Maintain a personal reading list to reflect reading goals and accomplishments				
Use computer software to support reading				

B Writing

Students will write an average of 1000 words per month across all content areas using various formats (persuasive essays, editorials for school newspapers, movie and book reviews, reports and essays and advertisements)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use prewriting tools such as semantic webs and concept maps				
State a main idea, theme, or opinion and provide supporting details from the text				
Use relevant examples, reasons, and explanations to support ideas				
Express opinions and make judgments that demonstrate a personal point of view				
Use personal experiences and knowledge to analyze and evaluate new ideas				
Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text				
Create an advertisement, using words and pictures, in order to illustrate an opinion about a product				
Use effective vocabulary in persuasive and expository writing				
Use details from stories or informational texts to predict, explain, or show relationships between information and events				
Use ideas from two or more sources of information to generalize about causes, effects, or other relationships				
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers/caregivers				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 2-4

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

B Writing *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Begin to develop a voice in writing				
Spell frequently used words correctly				
Use basic punctuation correctly				
Use correct verb tense				
Use specific vocabulary and varied sentence structure				
Write sentences in logical order to develop ideas and create paragraphs				
Use an organizational format that reflect a beginning, middle and end				
Develop an idea within a brief text				
Learn and use the 'writing process' (prewriting, drafting, revising, proof-reading)				
Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste				
Determine the intended audience before writing				
Use legible print and/or cursive writing				
Use word processing				

C Listening

Students will listen on a daily basis in order to analyze and evaluate ideas

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Distinguish between information in media texts (live news coverage, fictional material in dramatic productions)				
Form a personal opinion about the quality of read aloud texts				
Recognize the perspectives of others				
Form an opinion about the message of advertisements based on the language				
Distinguish between fact and opinion				
Evaluate the speaker's style of delivery by using criteria such as volume and tone of voice				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 2-4

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

C Listening (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen respectfully and responsively				
Attend to a listening activity for an extended period of time				
Avoid interrupting				
Respond appropriately to what is heard				

D Speaking

Students will speak on a daily basis in order to express opinions and judgments (class or group discussions, role plays, conferences with teacher, book reviews, presentations)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Explain the reasons for a character's actions, considering both the situation and the motivation of the character				
Express an opinion or judgment about a character, setting, plot				
Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information and experiences				
Express an opinion or judgment about school or community issues				
Use personal experience and knowledge to analyze and evaluate new ideas				
Express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews and advertisements supported by the text				
Role play to communicate an interpretation or evaluation of real or imaginary people or events				
Ask and respond to questions				
Use appropriate eye contact and gestures in presentations and responses				
Speak with appropriate rate and volume for the audience				
Take turns speaking in a group				
Respond respectfully				
Initiate communication with peers and familiar adults				
Use age-appropriate vocabulary				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3Gr 2-4

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

D Speaking (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak in grammatically correct sentences				
Use gestures appropriate to conveying sentences				
Establish eye contact to engage audience				
Speak loudly enough to be heard by the audience				

Standard 4 Gr 2-4

Students will read, write, listen and speak for social interaction

A Reading

Students will read a minimum of 25 books per year across all content areas

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read the following to establish, maintain, and enhance personal relationships: friendly letters, notes, cards, and messages; published diaries and journals				
Share reading experiences to build relationships with peers, adults; for example, reading together silently or aloud				
Respect the age, gender, position, and cultural traditions of the writer				
Recognize the types of language appropriate to social communication; for example, informal vocabulary and jargon				

B Writing

Students will write an average of 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write the following to establish, maintain, and enhance personal relationships: Friendly letters, notes, and cards to friends, relatives, and pen pals; personal journals				
Share the process of writing for social communication with peers and adults; for example, write with a partner				
Respect age, gender, position, and cultural traditions of the recipient when writing for social communication				
Develop a personal “voice” that enables the reader to get to know the writer				
Use the tone, vocabulary, and sentence structure of informal conversation				
Maintain a portfolio that includes writing for social interaction as a method or reviewing work with teachers and parents/caregivers				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 4 Gr 2-4

(continued)

Students will read, write, listen and speak for social interaction

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to establish, maintain, and enhance personal relationships in, for example: class and group discussions; conferences with teacher; role play				
Respect the age, gender, position, and culture of the speaker				
Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners				
Listen for the tone of voice and content that signal friendly communication				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to establish, maintain, and enhance personal relationships in, for example: informal conversations with peers and familiar adults, small group discussions, conferences with teacher				
Respect age, gender, position, and cultural traditions of the listener when speaking				
Discuss the content of friendly notes, cards, letters, and personal narrative with a partner or small group in order to get to know the writer and each other				
Avoid interrupting in social conversation				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

English Language Arts Checklist

NEW YORK STATE LEARNING STANDARDS



Standard 1 Gr 5-6

Students will read, write, listen and speak for information and understanding

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Locate and use school and public library resources, with some direction, to acquire information				
Use table of contents and indexes to locate information				
Read to collect and interpret data, facts, and ideas				
Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software				
Skim materials to gain an overview of content or locate specific information				
Use text features such as headings, captions, and titles, to understand and interpret informational text				
Recognize organizational formats to aid in comprehension of informational text				
Identify missing information and irrelevant information				
Distinguish between fact and opinion and identify information that is implied rather than stated				
Compare and contrast information about one topic from different sources				
Recognize how new information is related to prior knowledge or experience				
Identify purpose of reading and adjust reading rate accordingly				
Use word recognition and context clues to read fluently				
Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary				
Identify signal words that provide clues to organizational formats such as time order (finally or in addition)				
Use knowledge of punctuation to assist in comprehension				
Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)				
Read aloud, using inflection and intonation appropriate to text and audience				
Maintain a personal reading list to reflect reading goals and accomplishments				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 5-6

(continued)

Students will read, write, listen and speak for information and understanding

B Writing

Students will write an average of 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use at least three sources of information with appropriate citations to develop reports				
Take notes to record and organize relevant data, facts, and ideas				
State a main idea and support it with details and examples				
Compare and contrast ideas and information among two or three sources				
Write labels or captions for graphics such as charts, maps, graphs, and diagrams used to convey information				
Adopt an organizational format such as chronological order that is appropriate for informational writing				
Use paragraphing to organize ideas and information				
Maintain a portfolio that includes informational writing				
Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings				
Determine the intended audience before writing				
Use tone and language appropriate for audience and purpose				
Use prewriting activities; for example, brainstorming, free writing, note taking, and outlining				
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)				
Use teacher conferences and peer review to revise written work				
Observe rules of punctuation, capitalization, and spelling and use correct grammatical construction				
Use signal words to provide clues to the organizational format; for example, in addition, finally, as a result, similarly, on the other hand				
Use dictionaries, thesauruses, and style manuals				
Use word processing skills				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 5-6

(continued)

Students will read, write, listen and speak for information and understanding

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to interpret data, facts, and ideas in, for example: short lectures, class discussions, interviews, presentations, multimedia presentations and newscasts				
Listen in order to: follow instructions, identify essential details for note taking, distinguish between fact and opinion, identify information that is implicit rather than stated, connect new information to prior knowledge or experience				
Listen respectfully and responsively				
Identify own purpose for listening				
Recognize content specific vocabulary or terminology				
Listen for unfamiliar words and learn their meaning				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to share data, facts, and ideas in for example: small and large group class discussions, presentations to classmates and other students, school assemblies				
Speak in order to: ask probing questions; interview peers; share information from personal experience; share information from a variety of texts; synthesize and paraphrase information; state a main idea and support it with facts, details, and examples; compare and contrast information; make connections between sources of information				
Present reports of five to seven minutes for teachers and peers on topics related to all school subjects				
Summarize main points as part of the conclusion				
Use notes or outlines appropriate to the presentation				
Respond respectfully				
Initiate communication with peers, teachers, and others in the school community				
Use language and grammar appropriate to purpose for speaking				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1

Gr 5-6

(continued)

Students will read, write, listen and speak for information and understanding

D Speaking

(continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use facial expressions and gestures which enhance communication				
Establish eye contact during presentations and group discussions				
Use audible voice and pacing appropriate to content and audience				
Use visual aids to support the presentation				

Standard 2 Gr 5-6

Students will read, write, listen, and speak for literary response and expression

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read, view, and interpret texts from a variety of genres				
Define the characteristics of different genres				
Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods				
Read aloud from a variety of genres, for example, read the lines of a play or recite a poem				
Recognize that the same story can be told in different genres; for example, novel, poem, or play				
Identify literary elements (setting, plot, character, rhythm, and rhyme) of different genres				
Recognize how the author uses devices such as simile, metaphor, and personification to create meaning				
Recognize how authors treat similar themes				
Identify the ways in which characters change and develop throughout a story				
Compare characters in literature to people in own lives				

B Writing

Students will write an average of 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write original imaginative texts, such as: stories, poems and songs, plays				
Use organizing structures such as stanzas, chapters, scenes, and verses				
Create a lead that attracts the reader's interest				
Provide a title that interests the readers				
Develop characters, create a setting, and establish a plot				
Use examples of literary devices such as rhythm, rhyme, simile, and personification				
Establish consistent point of view; for example, first or third person				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 5-6

(continued)

Students will read, write, listen, and speak for literary response and expression

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use vocabulary to create a desired effect				
Write interpretive essays, in order to :summarize the plot				
Describe the characters and how they change				
Describe the setting and recognize its importance to the story				
Draw a conclusion about the work				
Interpret the impact of literary devices such as simile and personification				
Recognize the impact of rhythm and rhyme				
Respond to literature, connecting the response to personal experience				
Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text				
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing				
Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings				
Determine the intended audience before writing				

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen in order to: distinguish different genre, such as story, biography, poem, or play				
Identify characters' motivation				
Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme is presentation of imaginative texts and determine their impact on meaning				
Use personal experience and prior knowledge to interpret and respond to imaginative texts and performances				
Identify cultural and historical influences in texts and performances				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 5-6

(continued)

Students will read, write, listen, and speak for literary response and expression

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to present interpretations and responses to imaginative texts in, for example: class and small group discussions, formal presentations to classmates, group and individual conferences with teachers, school assemblies				
Speak in order to present original works such as stories, poems, and plays to adults and peers				
Share book reviews				
Summarize the plot, describe motivation of characters, and explain the importance of setting				
Connect a personal response to literature to prior experience or knowledge				
Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances				
Ask questions and respond to questions for clarification				
Use notes or outlines appropriately in presentations				
Initiate communication with peers, teachers, and others in the school setting				
Use language and grammar appropriate to the purpose for speaking				
Use facial expressions and gestures which enhance communication				
Establish eye contact during presentations and group discussions				
Use audible voice				
Use visual aids to support the presentation				
Respond respectfully				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3_{Gr 5-6}

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading

Students will read a minimum of 25 books or the equivalent per year across all content areas and standard in order to analyze and evaluate information; examples of text: fiction and non-fiction books, scientific and historical essays, newspapers and magazines, advertisements and electronic sources

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Evaluate text by identifying central idea and supporting details				
Evaluate text by identifying primary and secondary details				
Identify precise and vague language				
Identify statements of fact, opinion, and exaggeration				
Identify missing or unclear information				
Use established personal criteria to analyze and evaluate the quality of ideas and information in text				
Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text)				
Recognize how one's own point of view contributes to forming an opinion about information and ideas				
Identify purpose of reading				
Adjust reading rate according to purpose for reading				
Use word recognition and context clues to read fluently				
Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary				
Identify signal words (finally or in addition to) that provide clues to organization formats such as time order				
Use knowledge of punctuation to assist in comprehension				
Apply corrective strategies to assist in comprehension (reading, discussion with teacher, peers or caregivers)				
Read aloud, using inflection and intonation appropriate to text read and audience				
Maintain a personal reading list to reflect reading goals and accomplishments				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 5-6

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

B Writing

Students will write an average of 1000 words per month across all content areas and standards; examples of written pieces can include expository essays, persuasive texts, movie and book reviews and advertisements

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use strategies such as note taking, semantic webbing, mapping, and outlining to plan and organize writing				
Use supporting evidence from text to evaluate ideas, information, themes, or experiences				
Analyze the impact of an event or issue from personal, peer group, and school community				
Analyze literary elements in order to evaluate the quality of ideas and information in text				
Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments				
Adopt an organizational format appropriate for critical analysis and evaluation such as compare/contrast				
Use precise vocabulary in writing analysis and evaluation				
Maintain a writing portfolio that includes writing for critical analysis and evaluation				
Understand the purpose for writing (to explain, describe, narrate, persuade, and express feelings)				
Determine the intended audience before writing				
Use tone and language appropriate for audience and purpose				
Use pre-writing activities (brainstorming, free writing, note taking, and outlining)				
Use the 'writing process' (prewriting, drafting, revising, proofreading, and editing)				
Use teacher conferences and peer review to revise written work				
Observe rules of punctuation, capitalization (simple and compound sentences, dialogue, titles), and spelling				
Use correct grammatical construction involving nouns				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 5-6

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use correct grammatical construction involving adjectives				
Use correct grammatical construction involving adverbs (comparative and superlative)				
Use correct grammatical construction involving pronouns (nominative and objective)				
Use correct grammatical construction involving conjunctions (coordinating and subordinating)				
Use correct grammatical construction involving prepositions, prepositional phrases and interjections				
Correctly write complete simple, compound and complex sentences				
Use signal words to provide clues to the organizational format (for example, in addition, finally, as a result, similarly, and on the other hand)				
Use dictionaries, thesauruses and style manuals				
Use word processing skills				

C Listening

Students will listen on a daily basis for the purpose of establishing, maintaining and enhancing personal relationships (ie Small and large group discussions, conversations, and conferences with the teacher)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Respect the age, gender, position, and cultural traditions of the speaker				
Recognize friendly communication based on volume, tone, and rate of speaker's voice				
Recognize that social communication may include informal language such as jargon and colloquialisms				
Recognize the meaning of speaker's nonverbal cues				
Listen respectfully and responsively				
Identify own purpose for listening				
Recognize content-specific vocabulary or terminology				
Listen for unfamiliar words and learn their meaning				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 5-6

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

D Speaking

Students will speak on a daily basis in order to establish, maintain and enhance personal relationships (ie Conversations, small or large group activities, conferences with teacher)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other				
Use the informal language of social communication				
Respect the age, gender, culture and interests of the listener				
Respond respectfully				
Initiate communication with peers, teachers and others in the school community				
Use language and grammar appropriate to the purpose for speaking				
Use facial expressions and gestures that enhance communication				
Establish eye contact during presentations and group discussions				
Use audible voice and pacing appropriate to content and audience				
Use visual aids to support the presentation				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 4 Gr 5-6

Students will read, write, listen and speak for social interaction

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read the following to establish, maintain, and enhance personal relationships: friendly letters, notes, cards; published diaries and journals; electronic mail (e-mail)				
Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups				
Respect the age, gender, position, and cultural traditions of the writer				
Recognize conversational tone in friendly communication				
Recognize the types of language appropriate to social communication; for example, jargon/colloquialisms, informal, and conventions of e-mail				

B Writing

Students will write an average of 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write the following to establish, maintain, and enhance personal relationships: friendly letters, notes, and cards; personal journals; friendly electronic messages (e-mail)				
Share the process of writing for social communication with peers and adults; for example, write a condolence note, get well card, or thank you letter with a writing partner or in small groups				
Respect age, gender, position, and cultural traditions of the recipient				
Develop a personal voice that enables the reader to get to know the writer				
Write personal reactions to experiences, events, and observations, using a form of social communication				
Maintain a portfolio that includes writing for social communication				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 4 Gr 5-6

(continued)

Students will read, write, listen and speak for social interaction

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example: conversations, small and large group discussions, and conferences with teacher				
Respect the age, gender, position, and cultural traditions of the speaker				
Recognize friendly communication based on volume, tone, and rate of the speaker's voice				
Recognize that social communication may include informal language such as jargon and colloquialisms				
Recognize the meaning of speakers' nonverbal cues				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example: conversations, small and large group activities, and conferences with teacher				
Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other				
Use the informal language of social communication				
Respect the age, gender, culture, and interests of the listener				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

NEW YORK STATE LEARNING STANDARDS

had swallowed the lecture success-
ing nasty like cold porridge, taken
spoonfuls and finished in the end.
a straight and manful letter, in her
t said:

tall. You are old but short. I am
better. I hop he is getting better.
Yours sincerely
with Tons of love
from Maria

ded Cook to boil a large snail shell for
ne *Helix pomatia* in the park, which was
shire—and bored two small holes
that she could give it a
ing bas-

CHAPTER
XII

THE People gradually recovered confidence as they
saw that their child mountain intended to do her
best, and the pilot began to get better, as the Pro-
fessor had foretold. But Maria was careful from then on not
to make favorites, and she never again mentioned the sub-
ject of indiarubber airplanes. She blushed to think of queens.
She used to visit them for an hour or two every midnight,
because the days were devoted to Algebra and threatened
by telescopes.
It was true that she felt sleepy in the mornings, and Cook
was beginning to look peaked; but Miss Brown
as she was busy puzzling about h
self to

Standard 1 Gr 7-8

Students will read, write, listen and speak for information and understanding

A Reading

Students will read a minimum of 25 books per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read from informational texts such as: textbooks; biographies and autobiographies; essays; reference materials; graphs, charts, diagrams; magazines and newspapers; primary sources; online and electronic databases and web sites				
Locate and use school and public library resources independently to acquire information				
Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts				
Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment				
Preview informational texts to assess content and organization, and select texts useful for the task				
Use indexes to locate information and glossaries to define terms				
Use knowledge of structure, content, and vocabulary to understand informational text				
Distinguish between relevant and irrelevant information				
Identify missing, conflicting, and/or unclear information				
Formulate questions to be answered by reading informational text				
Compare and contrast information from a variety of different sources				
Condense, combine, or categorize information from one or more sources				
Relate new information to prior reading and experience				
Draw conclusions and make inferences based on explicit and implied information				
Make, confirm, or revise predictions				
Identify purpose for reading				
Adjust reading rate				
Use word recognition and context clues				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 7-8

(continued)

Students will read, write, listen and speak for information and understanding

A Reading (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis of words				
Identify transitional words or phrases (furthermore or in comparison) that provide clues to organizational formats such as compare/contrast				
Use knowledge of punctuation to assist in comprehension				
Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension				
Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts				
Maintain a personal reading list to reflect reading goals and accomplishments				

B Writing

Students will write at least 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write the following in order to transmit information: informational essays, business letters, multi-step directions				
Use several sources of information (in addition to an encyclopedia) in developing research reports				
Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format				
Take research notes, using a note taking process				
Use outlines and graphic organizers such as semantic webs to plan reports				
Cite sources in footnotes and bibliography, using correct form				
Write accurate and complete responses to questions about informational material				
Maintain a portfolio that includes informational writing				
Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings				
Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 7-8

(continued)

Students will read, write, listen and speak for information and understanding

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use prewriting activities; for example, brainstorming, free writing, note taking, and outlining				
Write clear, concise sentences				
Use correct grammatical construction				
Use transitional words or phrases (first, next, in addition) to produce organized cohesive text				
Use dictionaries, thesauruses, and style manuals				
Use computer software to support the "writing process"; for example, use word processing, import graphics				
Write for authentic purpose, including publication				

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to collect and interpret data, facts, and ideas in, for example: lectures, small group and classroom discussions, presentations, multimedia presentations, interviews, directions/instruction				
Identify essential information for note taking				
Listen in planning or brainstorming sessions with peers				
Listen to and follow multi-step directions which provide information about a task or an assignment				
Recall significant ideas and details and relationships between and among them				
Distinguish between relevant and irrelevant oral information				
Identify missing, conflicting or unclear information and make, confirm, or revise predictions				
Draw conclusions and make inferences based on explicit and implied information				
Recognize that the speaker's voice quality and delivery impact communication				
Adapt listening strategies to different purposes and settings				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 1 Gr 7-8

(continued)

Students will read, write, listen and speak for information and understanding

C Listening (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen respectfully and responsively				
Identify own purpose for listening				
Recognize content-specific vocabulary or terminology				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to share data, facts, and ideas in: discussions, class meetings; multimedia presentations; debates, mock trials, and panel discussions; interviews of school and community representatives; reports for adults and peers				
Prepare and give presentations on informational topics				
Contribute to group discussions by offering comments to clarify and interpret ideas and information				
Present information to address audience needs and to anticipate questions				
Present examples, definitions, analogies, and direct references to the text in support of ideas				
Connect, compare, and contrast ideas and information				
Use the conventions of the presentational format for panel discussions, debates, and mock trials				
Ask and respond to questions to clarify information; respond respectfully				
Initiate communication with peers and adults in the school and local community				
Adapt language and presentational features for the audience and purpose				
Use language and grammar appropriate to the purpose for speaking				
Use volume, tone, pitch, and rate appropriate to content and audience				
Use effective nonverbal communication				
Use visual aids to enhance the presentation				
Establish and maintain eye contact with audience				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2_{Gr 7-8}

Students will read, write, listen, and speak for literary response and expression

A Reading

Students will read a minimum of 25 books per year across all content areas and standards.

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read silently and aloud from a variety of genres, authors, and themes				
Recognize that one text may generate multiple interpretations				
Identify author's point of view, such as first person narrator and omniscient narrator				
Interpret characters, plot, setting, theme, and dialogue, using evidence from the text				
Recognize recurring themes in a variety of literary works				
Determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author's message or intent				
Recognize how the author's use of language creates images or feelings				
Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry				
Identify questions of personal importance and interest and literature that addresses them				
Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives				
Identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text				
Compare a film, video, or stage version of a literary work with the written version				

B Writing

Students will write at least 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write original imaginative texts: develop a narrative, using an organizational plan such as chronology or flashback.				
Sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution)				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 7-8

(continued)

Students will read, write, listen, and speak for literary response and expression

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Develop complex characters and create a setting				
Maintain a consistent point of view that enhances the message and/or establishes the mood				
Select a genre and use appropriate conventions such as dialogue, rhythm, and rhyme				
Use language that is creative				
Write interpretive and responsive essays of approximately three to five pages in order to: express opinions and support them through specific references to the text				
Demonstrate understanding of plot and theme				
Identify and describe characters and their motivations				
Analyze the impact of the setting				
Identify and interpret how the use of literary devices (such as symbolism, meta-phor, and simile, alliteration, personification, flashback, and foreshadowing) affects meaning				
Draw conclusions and provide reasons for the conclusions				
Compare and contrast characters, setting, mood, and voice in more than one literary text or performance				
Make connections between literary text and personal experience or knowledge				
Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing				

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to comprehend, interpret, and respond to imaginative texts and performances, such as: stage plays, dramatic readings, film and video productions				
Interpret and respond to texts on a variety of themes from different genres and authors				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2 Gr 7-8

(continued)

Students will read, write, listen, and speak for literary response and expression

C Listening (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to class lectures, small group and classroom discussions to comprehend, interpret, and critique literary text				
Recognize different levels of meaning in presentation				
Identify how the author's choice of words, characterization, and use of other literary devices affects the listener's interpretation of the oral text				
Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry				
Recognize that meaning of the spoken word can vary based on tone, volume, pitch and rate				
Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings				
Recognize social, historical, and cultural features in presentations of imaginative texts				
Adapt listening strategies to different purposes and settings				
Listen respectfully and responsively				
Identify own purpose for listening				
Recognize content-specific vocabulary or terminology				

D Speaking

Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak to present interpretations and responses to imaginative texts and performances in, for example: class and small group discussions, panel presentations, formal presentations to peers and adults, class dramatic productions or readings, teacher conference				
Express interpretations and support them through specific references to the text				
Explain the social, historical, and cultural features of imaginative text				
Present original imaginative texts, using language and text structures that are inventive; for example: Use conventions of the literary genre (story, poem, play)				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 2Gr 7-8

(continued)

Students will read, write, listen, and speak for literary response and expression

D Speaking(continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use rhyme, rhythm, and repetition to create an emotional or aesthetic effect				
Use an introduction that catches and excites the interest of the listener				
Ask and respond to questions to clarify an interpretation or response to imaginative texts and performances				

Standard 3_{Gr 7-8}

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading

Students will read a minimum of 25 books or the equivalent per year across all content areas in order to analyze and evaluate information, ideas, opinions, issues, themes, and experiences based on the following: literary texts, scientific and historical articles, public documents, editorials and articles, book and film reviews, advertisements and electronic resource

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Identify conflicting information				
Consider the background and qualifications of the writer				
Question writers' assumptions, beliefs, intentions, and biases				
Evaluate examples, details, or reasons used to support ideas				
Identify fallacies of logic that lead to unsupported conclusions				
Discriminate between apparent message and hidden agenda				
Identify propaganda and evaluate its effectiveness				
Identify techniques an author to persuade (ie Emotional and ethical appeals)				
Identify differing points of view in texts and presentations				
Identify cultural and ethnic values and their impact on content				
Identify multiple levels of meaning in text				
Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political and personal				
Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues				
Suspend judgment until all information has been presented				
Identify purpose for reading				
Adjust reading rate according to purpose for reading				
Use word recognition and context clues to read fluently				
Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words				
Distinguish between dictionary meaning and implied meaning of the author's words				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 7-8

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

A Reading *(continued)*

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Identify transitional words or phrases (furthermore, in comparison) that provide clues to organizational formats				
Use knowledge of punctuation to assist in comprehension				
Apply corrective strategies (such as discussing with others and monitoring for understanding) to assist in comprehension				
Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts				
Maintain a personal reading list to reflect reading goals and accomplishments				

B Writing

Students will write at least 1000 words per month across all content areas. Examples of writing could include expository essays, literary critiques, editorials for school, local and regional newspapers, speeches and reviews of plays, books, poems and films

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Present clear analysis, using examples details, and reasons from the text				
Present a hypothesis and predict possible outcomes from one or more perspectives				
Select content and choose strategies for written presentation based on audience, purpose, and content				
Present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other subjects				
Explain connections between and among texts to extend the meaning of each individual text				
Compare and contrast use of literary elements in more than one genre by more than one author				
Maintain a writing portfolio that includes writing for critical analysis and evaluation				
Understand the purpose for writing (explain, describe, narrate, persuade, and express feelings)				
Identify the intended audience				
Use tone and language appropriate for audience and purpose				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 7-8

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

B Writing (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Use prewriting activities (brainstorming, free writing, note taking, outlining)				
Write clear, concise sentences				
Observe rules of punctuation, capitalization (including simple and compound sentences) and spelling				
Use correct grammatical construction involving nouns				
Use correct grammatical construction involving adjectives				
Use correct grammatical construction involving adverbs (comparative and superlative)				
Use correct grammatical construction involving pronouns (nominative and objective)				
Use correct grammatical construction involving conjunctions (coordinating, subordinating and correlative)				
Use correct grammatical construction involving prepositions, prepositional phrases and interjections				
Use correct grammatical construction when writing complete simple, compound and complex sentences				
Use transitional words or phrases (first, next, in addition) to produce organized cohesive text				
Use dictionaries, thesauruses, and style manuals				
Use computer software to support the 'writing process'; for example, use word processing, import graphics				
Write for authentic purpose, including publication				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 7-8

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

C Listening

Students will listen on a daily basis in order to analyze and evaluate information. Appropriate listening situations can be small and large discussions, public speeches and editorials, reviews of books, films and plays, interviews, debates, multimedia presentations and advertisements

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes and experiences				
Recognize multiple levels of meaning				
Use personal experiences and knowledge, and the opinions of speakers to make judgments from a variety of perspectives				
Recognize persuasive techniques (emotional and ethical appeals) in presentations				
Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations				
Identify conflicting, missing, or unclear information				
Suspend judgment until all information has been presented				
Evaluate organization of presentations				
Evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation, and delivery				
Adapt listening strategies to different purposes and settings				
Listen respectfully and responsively				
Identify own purpose for listening				
Recognize content-specific vocabulary or terminology				

D Speaking

Students will speak on a daily basis in various forums (ie Small and large group discussions and presentations, speeches, debates, interviews and multimedia presentations)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Express opinions or judgments about information, ideas, opinions, issues, themes and experiences				
Use an organizational format (ie question/answer, compare/contrast, cause/effect) so that ideas and information are clear				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 3 Gr 7-8

(continued)

Students will read, write, listen, and speak for critical analysis and evaluation

D Speaking (continued)

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
State a hypothesis and predict possible outcomes from one or more perspectives				
Present content, using strategies designed for the audience, purpose, and context				
Present a subject from one or more perspective				
Credit sources of information and opinions accurately in presentations and handouts				
Ask and respond to questions to clarify an opinion or judgment				
Respond respectfully				
Initiate communication with peers and adults in the school and local community				
Adapt language and presentational features for the audience and purpose				
Use language and grammar appropriate to the purpose of speaking				
Use volume, tone, pitch, and rate appropriate to content and audience				
Use visual aids and nonverbal communication to enhance the presentation				
Establish and maintain eye contact with audience				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 4 Gr 7-8

Students will read, write, listen and speak for social interaction

A Reading

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Read the following to establish, maintain, and enhance personal relationships: friendly letters, notes, and cards; published letters, diaries, and journals; friendly electronic mail (e-mail)				
Share reading experiences to build a relationship with a peer or adult; for example, read together silently or aloud with a partner or in small groups				
Consider age, gender, social position, and cultural traditions of the writer				
Recognize conversational tone in social communication				
Recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions				

B Writing

Students will write at least 1000 words per month across all content areas and standards

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Write the following to establish, maintain, and enhance personal relationships: friendly letters, notes, and cards; personal journals; and friendly electronic mail (e-mail)				
Share the process of writing with peers and adults; for example, write a condolence note, get well cards, or thank you letter with a writing partner or in small groups				
Respect age, gender, position, and cultural traditions of the recipient				
Develop a personal voice that enables the reader to get to know the writer				
Write personal reactions to experiences, events, and observations using a form of social communication				
Identify and model the social communication techniques of published writers				
Maintain a portfolio of writing that includes social communication				
Use the conventions of electronic mail				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

Standard 4 Gr 7-8

(continued)

Students will read, write, listen and speak for social interaction

C Listening

Students will listen on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Listen to peers and adults to establish, maintain, and enhance personal relationships at home, in school, and in the community				
Participate as a listener in social conversations with one or more people who are friends or acquaintances				
Respect the age, gender, position, and cultural traditions of the speaker				
Listen for more than one level of meaning, articulated and unspoken				
Encourage the speaker with appropriate facial expressions and gestures				
Withhold judgment				
Appreciate a speaker's uniqueness				

D Speaking

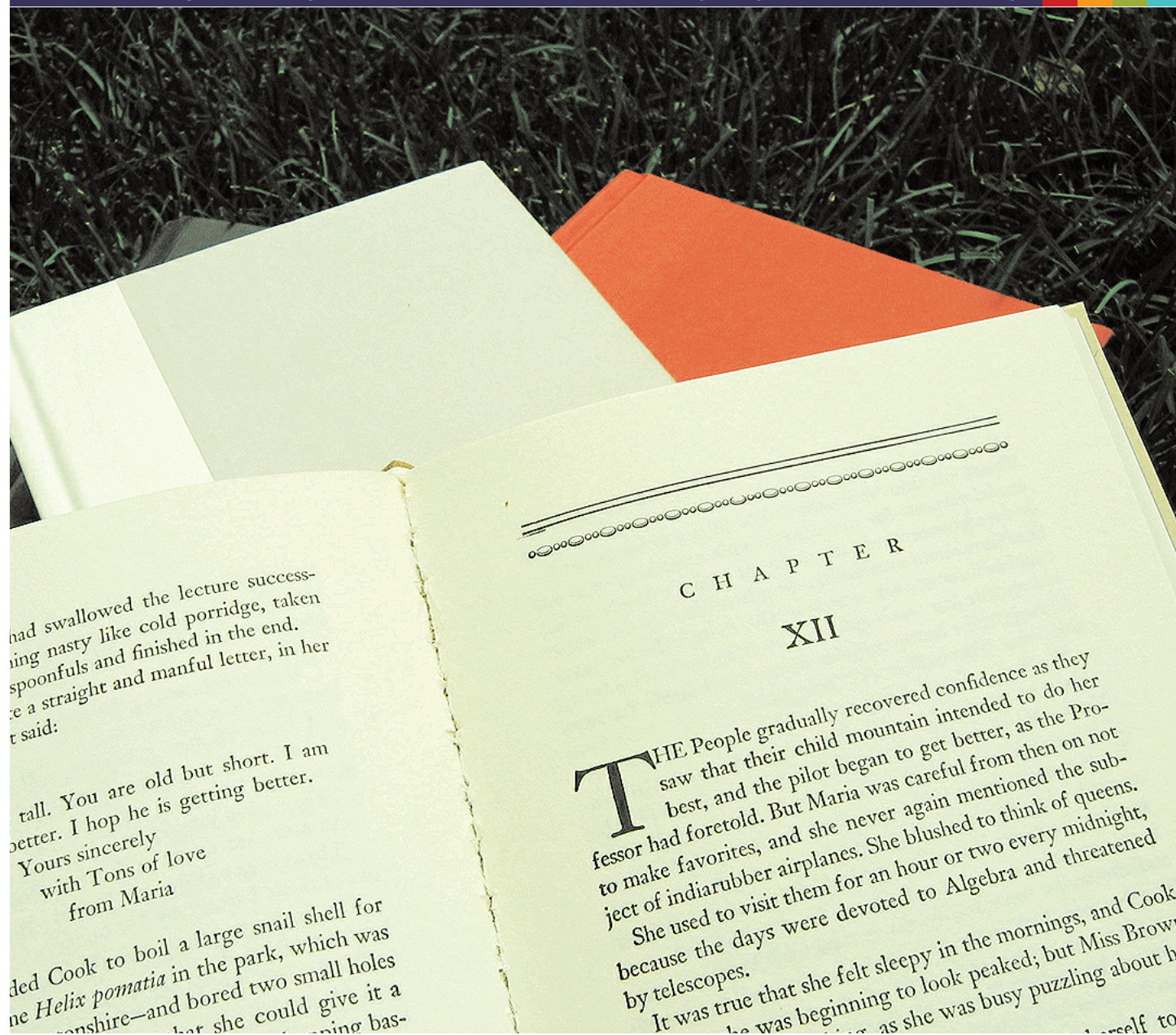
Students will speak on a daily basis

	Pre K-1	Gr 2-4	Gr 5-6	Gr 7-8
Speak with peers and adults to establish, maintain, and enhance personal relationships at home, in school, and in the community				
Respect age, gender, and cultural traditions of the listener when speaking for social interaction				
Provide feedback by asking questions designed to encourage further conversation				
Avoid sarcasm, ridicule, dominating the conversation, and interrupting				
Use culture-specific language, jargon, colloquialism, and gesture appropriate to the purpose, occasion, and listener				
Respond to listener interests, needs, and reactions to social conversation				
Adopt conventions of e-mail to establish friendly tone in electronic-based social communication				

LABEL KEY: **NI**=NotIntroduced, **I**=Introduced, **P**=Progressing, **M**=Mastered (70-80%)

English Language Arts Checklist

NEW YORK STATE LEARNING STANDARDS



had swallowed the lecture success-
fully, like cold porridge, taken
spoonfuls and finished in the end.
He wrote a straight and manful letter, in her
name, and said:

tall. You are old but short. I am
better. I hope he is getting better.
Yours sincerely
with Tons of love
from Maria

ded Cook to boil a large snail shell for
the *Helix pomatia* in the park, which was
in Wiltshire—and bored two small holes
in it, so that she could give it a
good airing bas-

CHAPTER

XII

THE People gradually recovered confidence as they
saw that their child mountain intended to do her
best, and the pilot began to get better, as the Pro-
fessor had foretold. But Maria was careful from then on not
to make favorites, and she never again mentioned the sub-
ject of indiarubber airplanes. She blushed to think of queens.
She used to visit them for an hour or two every midnight,
because the days were devoted to Algebra and threatened
by telescopes.
It was true that she felt sleepy in the mornings, and Cook
was beginning to look peaked; but Miss Brown
as she was busy puzzling about her
self to

© 2003 Dutchess County BOCES

For more information about this document, please contact Linda Kilpatrick [lpk42@aol.com]
Individual reproduction of this document is permitted • Reselling or mass reproduction is prohibited.