

## Pennsylvania Content Standards Grade Level Benchmarks

### 1.1. Learning to Read Independently

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<p><b>A. Before reading identify the purposes and types of text (e.g., literary, informational).</b></p> <p><b>B. Preview the text formats (e.g., title, headings, chapters, and table of contents).</b></p> <p><b>C. During reading use knowledge of phonics, word analysis (e.g., root words, prefixes, and suffixes), syllabication, picture and context clues to decode and understand new words.</b></p> <p><b>D. Read text using self-monitoring comprehension strategies (e.g., predicting, revising predictions, rereading, using headings, graphics, charts, organization of text, adjusting reading rate).</b></p> <p><b>E. Acquire a reading vocabulary by identifying and correctly using words, (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.</b></p> <p><b>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</b></p>	<p><b>A. Before reading establish the purpose for reading a type of text (e.g., literary, informational).</b></p> <p><b>B. Select texts for a particular purpose using the format of the text as a guide.</b></p> <p><b>C. During reading use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words. Use these words accurately in writing and speaking.</b></p> <p>D. Identify the basic ideas and facts in text using strategies (e.g., predicting, revising predictions, rereading, using headings, graphics, charts, organization of text, adjusting reading rate).</p> <p><b>E. Acquire a reading vocabulary by correctly identifying and using words related as synonyms, homophones and homographs and words related through roots, suffixes and/or prefixes. Use a dictionary or related reference.</b></p> <p>F. Recognize, understand the meaning of and use correctly key vocabulary from various subject areas.</p>	<p><b>A. Before reading establish the purpose for reading a type of text (e.g., literary, informational).</b></p> <p><b>B. Select texts for a particular purpose using the format of the text as a guide.</b></p> <p><b>C. During reading use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words. Use these words accurately in writing and speaking.</b></p> <p><b>D. Identify the basic ideas and facts in text using strategies such as prior knowledge, illustrations and headings, and information from other sources to make predictions about text.</b></p> <p><b>E. Acquire a reading vocabulary by correctly identifying and using words related as synonyms, homophones and homographs and words related through roots, suffixes and/or prefixes. Use a dictionary or related reference.</b></p> <p><b>F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.</b></p>	<p>A. Before reading, locate appropriate texts (e.g., literary, informational) for an assigned purpose.</p> <p>B. Use the format and graphic features of the text to comprehend information.</p> <p>C. During reading, use knowledge of structural analysis as well as context clues and glossaries to understand content area vocabulary words. Use these words accurately in speaking and writing.</p> <p>D. Identify basic ideas and facts in text using strategies such as activating prior knowledge, using text features (e.g. illustrations, headings, graphs, tables and charts) rereading, adjusting reading rate as aids to comprehension and clarifying understanding.</p> <p>E. Expand reading vocabulary by correctly identifying words with literal or figurative meanings using a dictionary or related reference when appropriate.</p> <p>F. Understand the meaning of and use correctly key vocabulary from various subject areas.</p>

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<p><b>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</b></p> <ul style="list-style-type: none"> <li>• Retell or summarize the major ideas, themes or procedures of the text.</li> <li>• Connect the new information or ideas in the text to known information.</li> <li>• Clarify ideas and understandings through rereading and discussion.</li> <li>• Make responsible assertions about the text by citing evidence from the text.</li> </ul> <p><b>H. Demonstrate Fluency and comprehension in reading.</b></p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> </ul>	<p><b>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</b></p> <ul style="list-style-type: none"> <li>• Summarize the major ideas, themes or procedures of the text.</li> <li>• Relate new information or ideas from the text to that learned through additional reading and media (e.g., films, audiotapes).</li> <li>• Clarify ideas and understandings through rereading and discussion.</li> <li>• Make responsible assertions about the ideas from the text by citing evidence.</li> <li>• Extend ideas found in the text.</li> </ul> <p><b>H. Demonstrate fluency and comprehension in reading.</b></p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension (Standard 1.1.4G.).</li> </ul>	<p><b>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</b></p> <ul style="list-style-type: none"> <li>• Summarize the major ideas, themes or procedures of the text.</li> <li>• Relate new information or ideas from the text to that learned through additional reading and media (e.g., films, audiotapes).</li> <li>• Clarify ideas and understandings through rereading and discussion.</li> <li>• Make responsible assertions about the ideas from the text by citing evidence.</li> <li>• Extend ideas found in the text.</li> </ul> <p><b>H. Demonstrate fluency and comprehension in reading.</b></p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension</li> </ul>	<p><b>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</b></p> <ul style="list-style-type: none"> <li>• Make assertions about the text and cite evidence.</li> <li>• Compare and contrast texts using themes, setting, characters, and ideas.</li> <li>• Respond critically to the major ideas/themes or procedures of the text.</li> <li>• Extend ideas found in the text.</li> </ul> <p><b>H. Demonstrate fluency and comprehension in reading.</b></p> <ul style="list-style-type: none"> <li>• Read familiar materials aloud with accuracy.</li> <li>• Self-correct mistakes.</li> <li>• Use appropriate rhythm, flow, meter and pronunciation.</li> <li>• Read a variety of genres and types of text.</li> <li>• Demonstrate comprehension (Standard 1.1.6.G). (Recommend: 25 books/years)</li> </ul>

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<ul style="list-style-type: none"> <li>• <b>Demonstrate comprehension (Standards 1.1.3G.). (Recommend: 25 books/year)</b></li> </ul>		<p>(Standards 1.1.5G.). (Recommend: 25 books/year)</p>	

## Pennsylvania Content Standards Grade Level Benchmarks

### 1.2. Reading Critically in All Content Areas

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<p><b>A. Read and understand essential content of informational texts and documents in all academic areas.</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate fact from opinion within text.</b></li> <li>• <b>Distinguish between essential and nonessential information within a text.</b></li> <li>• <b>Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text.</b></li> <li>• <b>Analyze text organization and content to derive meaning from text using established criteria.</b></li> </ul>	<p><b>A. Read and understand essential content of informational texts and documents in all academic areas.</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate fact from opinion across texts.</b></li> <li>• <b>Distinguish between essential and nonessential information within a text (e.g. stereotypes and exaggeration.</b></li> <li>• <b>Make inferences from a text when studying a topic and draw conclusions.</b></li> <li>• <b>Evaluate text organization and content to determine the author's purpose and effectiveness.</b></li> </ul>	<p><b>A. Read and understand essential content of informational texts and documents in all academic areas.</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate fact from opinion across texts.</b></li> <li>• <b>Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.</b></li> <li>• <b>Make inferences about similar concepts in multiple texts and draw conclusions.</b></li> <li>• <b>Evaluate text organization and content to determine the author's purpose and effectiveness.</b></li> </ul>	<p><b>A. Read and understand essential content of informational texts and documents in all academic areas.</b></p> <ul style="list-style-type: none"> <li>• <b>Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals.</b></li> <li>• <b>Distinguish between essential and nonessential information across texts, identifying biases and propaganda where present.</b></li> <li>• <b>Make inferences and draw conclusions based on a variety of information sources.</b></li> <li>• <b>Evaluate text organization and content to determine the author's purpose and effectiveness.</b></li> </ul> <p><b>B. Use and understand a variety of media and evaluate the quality of materials produced.</b></p>

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<p><b>B. Use and understand a variety of media and evaluate the quality of material produced.</b></p> <ul style="list-style-type: none"> <li>• Use electronic media for research.</li> <li>• Identify techniques used in television and use the knowledge to distinguish between facts and misleading information.</li> <li>• Develop media project (e.g., script, play, audio tape) for a targeted audience.</li> </ul> <p><b>C. Produce work in at least one literary genre the follows that conventions of the genre.</b></p>	<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> <li>• Use traditional and electronic media for research (e.g., encyclopedias, computerized sources).</li> <li>• Identify the role of media as a source of both entertainment and information and differentiate between facts and misleading information.</li> <li>• Design and develop media project (e.g., script, play, audio tape) for a targeted audience.</li> </ul> <p><b>C. Produce work in at least one literary genre that follows the conventions of the genre.</b></p>	<p><b>B. Use and understand a variety of media and evaluate the quality of material produced.</b></p> <ul style="list-style-type: none"> <li>• Use a variety of media such as computerized card catalogues and encyclopedias for research.</li> <li>• Evaluate the role of media as a source of both entertainment and information.</li> <li>• Design and develop media project (e.g., script, play, audio tape) for a targeted audience.</li> </ul> <p><b>C. Produce work in at least one literary genre the follows that conventions of the genre.</b></p>	<ul style="list-style-type: none"> <li>• Use a variety of media and compare the information presented.</li> <li>• Recognize the techniques of media messages.</li> <li>• Use, design, and develop a media project (e.g., script, play, audiotape, website) to demonstrate understanding.</li> </ul> <p><b>C. Produce work in at least one literary genre that follows the conventions of the genre.</b></p>

**Pennsylvania Content Standards Grade Level Benchmarks**

**1.3. Reading, Analyzing and Interpreting Literature**

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<p><b>A. Read and understand works of literature.</b></p> <p><b>B. Identify literary elements in stories describing characters, setting and plot.</b></p>	<p><b>A. Read and understand works of literature.</b></p> <p>B. Explain the use of literary elements</p>	<p><b>A. Read and understand works of literature.</b></p> <p><b>B. Compare the use of literary elements within and among texts, including</b></p>	<p><b>A. Read and understand works of literature.</b></p> <p>B. Compare and contrast the use of</p>

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<p><b>C. Identify literary devices in stories.</b></p> <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Personification</li> </ul> <p><b>D. Identify the structures in poetry (e.g., pattern books, predictable books and nursery rhymes).</b></p> <p><b>E. Identify the structures in drama (e.g., dialogue, story enactment, acts and scenes).</b></p> <p><b>F. Read and respond to nonfiction and fiction, including poetry and drama.</b></p>	<p>within text including, character, setting, plot, theme, and point of view.</p> <p>C. Investigate the use of literary devices in stories.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, alliteration). Sound techniques (e.g., rhyme, rhythm, alliteration)</li> <li>• Figurative language (e.g., simile, metaphor, personification).</li> </ul> <p><b>D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).</b></p> <p><b>E Analyze drama as information source, entertainment, persuasion or transmitter of culture.</b></p> <p><b>F. Read and respond to nonfiction and fiction, including poetry and drama.</b></p>	<p><b>characters, setting, plot, theme, and point of view.</b></p> <p><b>C. Describe how the author uses literary devices to convey meaning.</b></p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole).</li> </ul> <p><b>D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).</b></p> <p><b>E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.</b></p> <p><b>F. Read and respond to nonfiction and fiction, including poetry and drama.</b></p>	<p>literary elements within and among texts, including characters, setting, plot, theme and point of view.</p> <p>C. Compare and contrast the use of various literary devices.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole).</li> </ul> <p>D. Identify and respond to the effects of sound, structure, and forms in poetry (e.g., alliteration, rhyme, verse form, figurative language).</p> <p>E. Analyze drama to identify the conflict and resolution.</p> <p><b>F. Read and respond to nonfiction and fiction, including poetry and drama.</b></p>

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**Pennsylvania Content Standards Grade Level Benchmarks**

**1.4. Types of Writing**

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<p><b>A. Write narrative pieces such as stories, poems and plays that include:</b></p> <ul style="list-style-type: none"> <li>• <b>detailed descriptions of people,</b></li> <li>• <b>places,</b></li> <li>• <b>things,</b></li> <li>• <b>relevant illustrations and</b></li>   <li>• <b>literary elements (Standard 1.3.3.B).</b></li> </ul>	<p>A. Write narrative pieces such as stories, poems, and plays, that include:</p> <ul style="list-style-type: none"> <li>• detailed descriptions of people, places and things;</li> <li>• relevant illustrations, e.g., drawings, imported graphics;</li> <li>• <b>dialogue;</b></li>   <li>• literary elements including character, setting, plot, theme, point of view; and</li> <li>• literary devices including sound techniques (e.g., rhyme, rhythm)</li> </ul>	<p><b>A. Write poems, plays and multi-paragraph stories that include:</b></p> <ul style="list-style-type: none"> <li>• <b>detailed descriptions of people,</b></li> <li>• <b>places and things;</b></li>   <li>• <b>relevant illustrations;</b></li> <li>• <b>dialogue;</b></li>   <li>• <b>a literary conflict; and</b></li>   <li>• <b>literary elements (Corresponds with Standard 1.3.5.B) and</b></li> </ul>	<p>A. Write short stories, poems and plays that include:</p> <ul style="list-style-type: none"> <li>• organized thoughts,</li> <li>• detailed in descriptions,</li>   <li>• <b>relevant illustrations,</b></li> <li>• <b>dialogue,</b></li>   <li>• <b>a literary conflict,</b></li>   <li>• characterization, setting, plot, theme, point of view, tone and style,</li> </ul>

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<p><b>B. Write informational pieces such as descriptions, letters, reports, and instructions, using illustrations when relevant.</b></p> <p><b>C. Write an opinion and support it with facts.</b></p>	<p>techniques (e.g., rhyme, rhythm, alliteration) and figurative language (e.g., simile, metaphor, personification).</p> <p>B. Write multi-paragraph pieces such as descriptions, letters (i.e., friendly and persuasive), reports (e.g., book, firsthand and research) and essays (explanatory) that include:</p> <ul style="list-style-type: none"> <li>• problem solving (when appropriate)</li> <li>• <b>cause and effect</b></li> <li>• relevant illustrations such as charts, graphs, pictures, and drawings.</li> </ul> <p>C. Write persuasive pieces with a clearly stated position or opinion and supporting detail.</p>	<ul style="list-style-type: none"> <li>• <b>literary devices (Corresponds with Standard 1.3.5.C).</b></li> </ul> <p><b>B. Write multi-paragraph information pieces such as descriptions, letters, reports, instructions, and essays that include:</b></p> <ul style="list-style-type: none"> <li>• <b>a problem and solution when appropriate to the topic, and</b></li> <li>• <b>cause and effect,</b></li> <li>• <b>relevant graphics such as maps, charts, graphs illustrations, photographs, and tables.</b></li> </ul> <p><b>C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.</b></p>	<ul style="list-style-type: none"> <li>• rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole and allusion.</li> </ul> <p><b>B. Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include:</b></p> <ul style="list-style-type: none"> <li>• <b>a problem and solution when appropriate to the topic,</b></li> <li>• <b>cause and effect,</b></li> <li>• <b>relevant graphics such as maps, charts, graphs, illustrations, photographs and tables,</b></li> <li>• use of secondary sources</li> </ul> <p><b>C. Write persuasive pieces that</b></p> <ul style="list-style-type: none"> <li>• <b>include a clearly stated position or opinion,</b></li> <li>• include convincing and specific detail,</li> <li>• properly cite evidence,</li> <li>• <b>develop reader interest.</b></li> </ul>

### Pennsylvania Content Standards Grade Level Benchmarks

#### 1.5. Quality of Writing

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<p><b>A. Write with a sharp, distinct focus identifying topic, task and audience.</b></p> <p><b>B. Write using well-developed content appropriate for the topic.</b></p> <ul style="list-style-type: none"> <li>• <b>Gather and organize information,</b></li> <li>• <b>Write a series of related sentences or paragraphs with one central idea.</b></li> <li>• <b>Incorporate details relevant and appropriate to the topic.</b></li> </ul> <p><b>C. Write with controlled and/or subtle organization.</b></p> <ul style="list-style-type: none"> <li>• <b>Sustain a logical order.</b></li> <li>• <b>Include a recognizable beginning, middle, and end.</b></li> </ul> <p><b>D. Write with an awareness of the stylistic aspects of composition.</b></p>	<p><b>A. Write with a sharp, distinct focus identifying topic, task and audience.</b></p> <p><b>B. Write using well-developed content appropriate for the topic.</b></p> <ul style="list-style-type: none"> <li>• Gather, organize, and select the most relevant information.</li> <li>• <b>Write paragraphs that have a topic sentence and supporting details.</b></li> </ul> <p><b>C. Write with controlled and/or subtle organization.</b></p> <ul style="list-style-type: none"> <li>• <b>Sustain a logical order within sentences and between paragraphs using meaningful transitions.</b></li> <li>• <b>Include an identifiable introduction, body and conclusion.</b></li> </ul> <p><b>D. Write with an understanding of the stylistic aspects of composition.</b></p>	<p><b>A. Write with a sharp, distinct focus identifying topic, task and audience.</b></p> <p><b>B. Write using well-developed content appropriate for the topic.</b></p> <ul style="list-style-type: none"> <li>• <b>Gather, organize and select the most effective information appropriate for the topic, task and audience.</b></li> <li>• <b>Write paragraphs that have a topic sentence and supporting details.</b></li> </ul> <p><b>C. Write with controlled and/or subtle organization.</b></p> <ul style="list-style-type: none"> <li>• <b>Sustain a logical order within sentences and between paragraphs using meaningful transitions.</b></li> <li>• <b>Include an identifiable introduction, body and conclusion.</b></li> </ul> <p><b>D. Write with an understanding of the stylistic aspects of composition.</b></p> <ul style="list-style-type: none"> <li>• <b>Use different types and lengths of</b></li> </ul>	<p><b>A. Write with a sharp, distinct focus.</b></p> <ul style="list-style-type: none"> <li>• <b>Identify topic, task and audience.</b></li> <li>• Identify point of view.</li> </ul> <p><b>B. Write using well-developed content appropriate for the topic.</b></p> <ul style="list-style-type: none"> <li>• Gather, organize, and select the most effective information appropriate for the topic, task, and audience.</li> <li>• Determine the most effective format for purpose and audience.</li> <li>• <b>Write paragraphs that have details and information specific to the topic and relevant to the focus.</b></li> </ul> <p><b>C. Write with controlled and/or subtle organization.</b></p> <ul style="list-style-type: none"> <li>• <b>Sustain a logical order within sentences and between paragraphs using meaningful transitions.</b></li> <li>• Identify the topic and purpose in the introduction.</li> <li>• Identify the topic and purpose in the conclusion.</li> </ul> <p><b>D. Write with an understanding of the stylistic aspects of composition variety and diversity in structure and language choice:</b></p>

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<ul style="list-style-type: none"> <li>• <b>Use sentences of differing lengths and complexities.</b></li> <li>• <b>Use descriptive words and action verbs.</b></li> </ul> <p><b>E. Revise writing to improve detail and order by identifying missing information and determining if ideas follow logically.</b></p> <p><b>F. Edit writing using the conventions of language.</b></p> <ul style="list-style-type: none"> <li>• <b>Spell common, frequently used words correctly.</b></li> <li>• <b>Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”).</b></li> <li>• <b>Punctuate correctly (period, exclamation point, question mark, commas in a series).</b></li> <li>• <b>Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.</b></li> <li>• <b>Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences of differing lengths and complexities.</li> <li>• Use precise language including descriptive words and action words.</li> <li>• Establish a voice.</li> </ul> <p><b>E. Revise writing to improve organization and word choice; check the order of ideas and precision of vocabulary.</b></p> <p><b>F. Edit writing using the conventions of language.</b></p> <ul style="list-style-type: none"> <li>• <b>Spell common, frequently used words correctly.</b></li> <li>• <b>Use capital letters correctly.</b></li> <li>• <b>Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe).</b></li> <li>• Use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions properly.</li> <li>• <b>Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).</b></li> </ul> <p><b>G. Present and/or defend written work for publication when appropriate.</b></p>	<p><b>sentences.</b></p> <ul style="list-style-type: none"> <li>• <b>Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer’s meaning.</b></li> <li>• <b>Develop and maintain a consistent voice.</b></li> </ul> <p><b>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</b></p> <p><b>F. Edit writing using the conventions of language.</b></p> <ul style="list-style-type: none"> <li>• <b>Spell common, frequently used words correctly.</b></li> <li>• <b>Use capital letters correctly.</b></li> <li>• <b>Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe).</b></li> <li>• <b>Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</b></li> <li>• <b>Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</b></li> </ul> <p><b>G. Present and/or defend written work for publication when appropriate.</b></p>	<ul style="list-style-type: none"> <li>• <b>Use different types and lengths of sentences.</b></li> <li>• Use a variety of precise language including adjectives, adverbs, action verbs, and specific details that convey the writer’s meaning.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p><b>1. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail and word choice.</b></p> <p><b>F. Edit writing using the conventions of language.</b></p> <ul style="list-style-type: none"> <li>• <b>Spell common, frequently used words correctly.</b></li> <li>• <b>Use capital letters correctly.</b></li> <li>• <b>Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, and colon).</b></li> <li>• <b>Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly.</b></li> <li>• Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</li> </ul> <p><b>G. Present and/or defend written work for publication when appropriate.</b></p>

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<b>G. Present and/or defend written work for publication when appropriate.</b>			

**Pennsylvania Content Standards Grade Level Benchmarks**

**1.6. Speaking and Listening**

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<p><b>A. Listen to others.</b></p> <ul style="list-style-type: none"> <li>• <b>Ask questions as an aid to understanding.</b></li> <li>• <b>Distinguish fact from opinion.</b></li> </ul> <p><b>B. Listen to a selection of literature (fiction and/or nonfiction).</b></p> <ul style="list-style-type: none"> <li>• <b>Relate it to similar experiences.</b></li> <li>• <b>Predict what will happen next.</b></li> <li>• <b>Retell a story in chronological order.</b></li> <li>• <b>Recognize character and tone.</b></li> <li>• <b>Identify and define new words and concepts.</b></li> </ul> <p>C. Speak using skills appropriate to formal speech situations.</p>	<p><b>A. Listen to others.</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Distinguish between relevant and irrelevant information, ideas and opinions.</li> <li>• Take notes when directed.</li> </ul> <p><b>B. Listen to a selection of literature (fiction and/or nonfiction).</b></p> <ul style="list-style-type: none"> <li>• <b>Relate it to similar experiences.</b></li> <li>• Predict story events.</li> <li>• Retell the actions of the story in sequence, and describe the characters and setting.</li> <li>• <b>Identify and define new words and concepts.</b></li> <li>• <b>Summarize the selection.</b></li> </ul> <p>C. <b>Speak using skills appropriate to formal speech situations.</b></p>	<p><b>A. Listen to others.</b></p> <ul style="list-style-type: none"> <li>• <b>Ask pertinent questions.</b></li> <li>• <b>Distinguish relevant information, ideas, and opinions from those that are irrelevant.</b></li> <li>• <b>Take notes when prompted.</b></li> </ul> <p><b>B. Listen to a selection of literature (fiction and/or nonfiction).</b></p> <ul style="list-style-type: none"> <li>• <b>Relate it to what is known..</b></li> <li>• <b>Predict the result of the story actions.</b></li> <li>• <b>Retell actions of the story in sequence, explain the theme, and describe the characters and setting.</b></li> <li>• <b>Identify and define new words and concepts.</b></li> <li>• <b>Summarize the selection.</b></li> </ul> <p>C. <b>Speaking using skills appropriate to formal speech situations.</b></p>	<p><b>A. Listen to others.</b></p> <ul style="list-style-type: none"> <li>• Ask pertinent questions.</li> <li>• Differentiate between relevant and irrelevant information, ideas, and opinions.</li> <li>• <b>Take notes when required.</b></li> </ul> <p><b>B. Listen to a selection of literature (fiction and/or nonfiction).</b></p> <ul style="list-style-type: none"> <li>• Relate it to prior knowledge.</li> <li>• <b>Predict content/events.</b></li> <li>• Retell the story including theme, characters and setting.</li> <li>• <b>Identify and define new words and concepts.</b></li> <li>• Summarize the selection.</li> </ul> <p>C. <b>Speak using skills appropriate to formal speech situations.</b></p>

3	4	5	6
<ul style="list-style-type: none"> <li>• Use appropriate volume.</li> <li>• Pronounce most words accurately.</li>   <li>• Pace speech so that it is understandable.</li> <li>• Demonstrate an awareness of audience.</li> </ul> <p><b>D. Contribute to discussions.</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li>   <li>• Respond with appropriate information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Display appropriate turn-taking behaviors.</li> </ul> <p><b>E. Participate in small and large group discussions and presentations.</b></p> <ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Use appropriate volume.</li> <li>• Pace speech so that it is understandable.</li> <li>• Demonstrate an awareness of audience.</li> <li>• Speak with a purpose in mind.</li> </ul> <p><b>D. Contribute to discussions.</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions to gain information, clarify thinking, and understand others.</li> <li>• Respond with relevant information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust involvement and encourage others to participate.</li> <li>• Summarize when required.</li> <li>• Provide information.</li> <li>• Express ideas and point of view.</li> </ul> <p><b>E. Participate in small and large group discussions and presentations.</b></p> <ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> <li>• Present an oral reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Use appropriate volume.</li> <li>• Pace speech so that it is understandable.</li> <li>• Adjust content for different audiences (e.g., fellow classmates, parents).</li> <li>• Speak with a purpose in mind.</li> </ul> <p><b>D. Contribute to discussions.</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions.</li>   <li>• Respond with relevant information or opinions to questions asked.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust involvement to encourage equitable participation.</li> <li>• Give reasons for opinions.</li> <li>• Summarize, when prompted.</li> </ul> <p><b>E. Participate in small and large group discussions and presentations.</b></p> <ul style="list-style-type: none"> <li>• Participate in everyday conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Use appropriate volume.</li> <li>• Pace speech to convey meaning.</li> <li>• Adjust content and style to enhance meaning for different audiences.</li> </ul> <p><b>D. Contribute to discussions.</b></p> <ul style="list-style-type: none"> <li>• Ask relevant, leading questions to gain information, clarify thinking, and understand others.</li> <li>• Respond with relevant information or opinions.</li> <li>• Listen to and acknowledge the contributions of others.</li> <li>• Adjust involvement to encourage equitable participation.</li> <li>• Provide support for opinions.</li> <li>• Summarize, when prompted.</li> <li>• Express ideas and point of view.</li> </ul> <p><b>E. Participate in small and large group discussions and presentations.</b></p> <ul style="list-style-type: none"> <li>• Participate in everyday conversations.</li> <li>• Present an oral reading of assigned material.</li> </ul>

3	4	5	6
<ul style="list-style-type: none"> <li>• Give oral readings.</li> <li>• Deliver short reports (e.g., Show-and-Tell, field trip summary).</li> <li>• Conduct short interviews.</li> <li>• Give simple directions and explanations.</li> <li>• Report an emergency.</li> </ul> <p><b>F. Use media for learning purposes.</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of television, radio, film, and Internet in the lives of people.</li> <li>• Explain how advertising sells products.</li> <li>• Show or explain what was learned (e.g., audiotape, computer download).</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver a report on an assigned topic.</li> <li>• Conduct interviews.</li> <li>• Participate orally in group presentations.</li> <li>• Contribute to a planned discussion.</li> </ul> <p><b>F. Use media for learning purposes.</b></p> <ul style="list-style-type: none"> <li>• Summarize information received via television, radio, film, or Internet.</li> <li>• Access information on the Internet.</li> <li>• Recognize that films can represent either accurate or fictional versions of the same event.</li> <li>• Identify the role of advertisers in the media.</li> <li>• Develop a presentation on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Present an oral reading.</li> <li>• Deliver research reports.</li> <li>• Conduct interviews.</li> <li>• Plan and participate in group presentations.</li> <li>• Contribute to informal debates.</li> </ul> <p><b>F. Use media for learning purposes.</b></p> <ul style="list-style-type: none"> <li>• Compare information received on television with that received on radio or in newspapers.</li> <li>• Access information on the Internet.</li> <li>• Discuss the reliability of information received on Internet sources.</li> <li>• Explain how film can represent either accurate versions or fictional versions of the same event.</li> <li>• Explain the role of advertisers in the media.</li> <li>• Use a variety of images and sounds to create an effective presentation on a topic.</li> </ul>	<p>material.</p> <ul style="list-style-type: none"> <li>• Deliver research reports.</li> <li>• Conduct interviews to gain specific information.</li> <li>• Plan and participate in group presentations and reports.</li> <li>• Contribute to informal debates.</li> </ul> <p><b>F. Use media for learning purposes.</b></p> <ul style="list-style-type: none"> <li>• Differentiate between the accuracy of the information received on television, radio, film or in the newspapers.</li> <li>• Analyze the role of advertising in the media.</li> <li>• Use a variety of media to create an effective presentation on a topic.</li> </ul>

3	4	5	6

**Pennsylvania Content Standards Grade Level Benchmarks**

**1.7. Characteristics and Function of the English Language**

3	4	5	6
<p><b>A. Identify words from other languages that are commonly used English words.</b></p> <p><b>B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.</b></p>	<p><b>A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.</b></p> <p><b>B. Identify differences in formal and informal speech (e.g., dialect, slang and jargon).</b></p>	<p><b>A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.</b></p> <p><b>B. Identify differences in formal and informal speech (e.g., dialect, slang and jargon).</b></p> <p><b>C. Identify word meanings that have changed over time (e.g., cool, mouse).</b></p>	<p><b>B. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.</b></p> <p><b>B. Identify the role and place of formal and informal speech.</b></p> <p><b>C. Identify new words that have been added to the English language over time.</b></p>

## Pennsylvania Content Standards Grade Level Benchmarks

### 1.8 Research

3	4	5	6
<p><b>A.</b> Select a topic for research.</p> <p><b>B. Locate information using appropriate sources and strategies.</b></p> <ul style="list-style-type: none"> <li>• <b>Locate resources for a particular task (e.g., newspapers, dictionary).</b></li> <li>• <b>Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations and electronic media).</b></li> <li>• <b>Use table of contents, key words, and guide words.</b></li> <li>• <b>Use traditional and electronic search tools.</b></li> </ul> <p><b>C. Organize and present the main ideas from the research.</b></p> <ul style="list-style-type: none"> <li>• <b>Take notes from sources using a structured format.</b></li> <li>• <b>Summarize, orally or in writing, the main ideas.</b></li> </ul>	<p><b>A.</b> Select a topic for research.</p> <p><b>B. Locate information using appropriate sources and strategies.</b></p> <ul style="list-style-type: none"> <li>• Locate and survey sources for a particular task, (e.g., newspapers, dictionaries, encyclopedias, nonfiction trade books, interviews, observations, and electronic media).</li> <li>• Select appropriate sources.</li> <li>• Use table of contents, key words, guide words, and appendices.</li> <li>• <b>Use traditional and electronic search tools.</b></li> </ul> <p><b>C. Organize and present the main ideas from the research.</b></p> <ul style="list-style-type: none"> <li>• <b>Take notes from sources using a structured format.</b></li> <li>• Present orally or in writing several of the main ideas.</li> </ul>	<p><b>A. Select and refine a topic for research.</b></p> <p><b>B. Locate information using appropriate sources and strategies.</b></p> <ul style="list-style-type: none"> <li>• <b>Evaluate the usefulness and qualities of the sources.</b></li> <li>• <b>Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases).</b></li> <li>• <b>Use table of contents, indices, key words, cross-references and appendices.</b></li> <li>• <b>Use traditional and electronic search tools.</b></li> </ul> <p><b>C. Organize and present the main ideas from the research.</b></p> <ul style="list-style-type: none"> <li>• <b>Take notes from sources using a structured format.</b></li> <li>• <b>Present the topic using relevant information.</b></li> </ul>	<p><b>B. Select and refine a topic for research.</b></p> <p><b>B. Locate information using appropriate sources and strategies.</b></p> <ul style="list-style-type: none"> <li>• <b>Evaluate the importance and quality of the sources.</b></li> <li>• Select appropriate sources (e.g., dictionaries, encyclopedias, other reference material, observations, interviews, and computer databases).</li> <li>• <b>Use table of contents, indices, keywords, cross-references and appendices.</b></li> <li>• <b>Use traditional and electronic search tools.</b></li> </ul> <p><b>C. Organize, summarize and present the main idea from the research.</b></p> <ul style="list-style-type: none"> <li>• Take notes from sources.</li> <li>• Credit sources using a structural</li> </ul>

<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
		<ul style="list-style-type: none"><li>• <b>Credit sources using a structured format (e.g., author, title).</b></li></ul>	format (e.g., author, title, publisher, date).