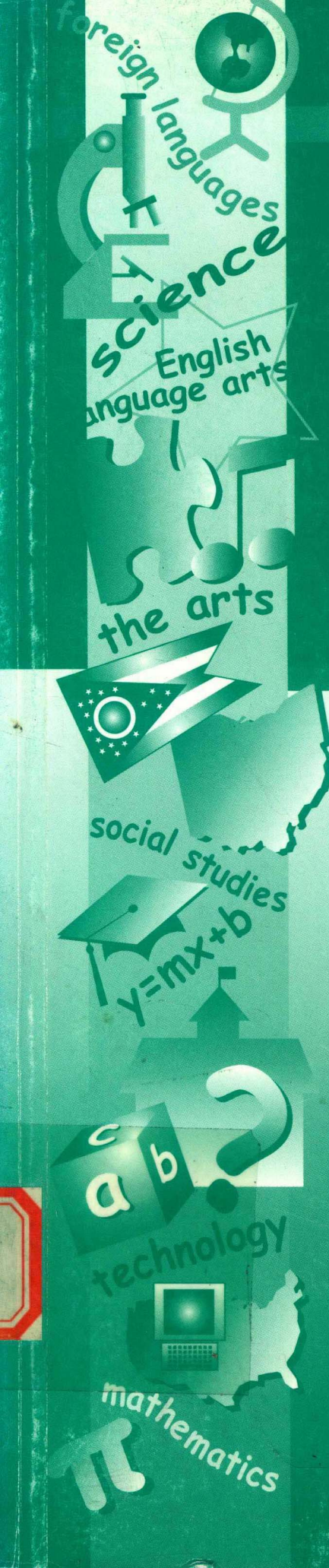Ohio Department of Education

# Academic Content Standards

## K-12 English Language Arts

Center for Curriculum and Assessment
Office of Curriculum and Instruction

foreign languages
science
English language arts
the arts
social studies
$y=mx+b$
technology
mathematics

# K-12 English Language Arts

# Overview

# K-12 English Language Arts
# Table of Contents

foreign languages

science

English language arts

the arts

social studies

$y=mx+b$

technology

mathematics

# K-12 English Language Arts

# Overview

# K-12 English Language Arts

The English language arts academic content standards provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. The standards represent a research-based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.

The ten standards that follow define high standards of literacy for Ohio's students:

- Phonemic Awareness, Word Recognition and Fluency Standard
- Acquisition of Vocabulary Standard
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard
- Reading Applications: Informational, Technical and Persuasive Text Standard
- Reading Applications: Literary Text Standard
- Writing Process Standard
- Writing Applications Standard
- Writing Conventions Standard
- Research Standard
- Communication: Oral and Visual Standard

The first standard requires primary students to learn to identify and decode words and to develop the skills that become the foundation for independent reading. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with peers and adults. The standards reflect the belief that reading and learning to read are problem-solving strategies that require the reader to apply strategies to make sense of written language and remain engaged with texts.

One of the important goals of reading is to gain information for purposes of learning new information, researching a project, making decisions or accomplishing a task. The standards also reflect the philosophy that by reading literary texts which represent a variety of authors, cultures and eras, students come to understand the human story.

The writing standards require students to become proficient in writing for different purposes and to recognize that writing is a process that includes the

phases of prewriting, drafting, revising, editing and publication. Though the writing conventions standard is listed separately, it is assessed through written or oral contexts. In turn, students learn to use the grammatical structures of English to effectively communicate ideas in writing to express themselves.

In addition to mastering skills in reading and writing, students are expected to become effective communicators by speaking, listening and viewing. They learn to apply communication skills in increasingly sophisticated ways to deliver presentations and to respond to oral and visual presentations.

This set of ten standards does not neatly separate the curriculum into separate or discrete topics, as the content and processes described by the standards, benchmarks and indicators are interrelated. The following terms and definitions are used in this document.

Standard:    A general statement of what all students should know and be able to do.

Benchmark:    A specific statement of what all students should know and be able to do at a specified time in their schooling. Benchmarks are used to measure a student's progress toward meeting the standard. For purposes of this document, benchmarks are defined for reading at grades 3, 7, 10 and 12, and for writing at grades 2, 4, 7, 10 and 12.

Grade-level    A specific statement of knowledge that all students demonstrate at each
Indicators:    grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

# The Development of Academic Content Standards

Joint Council of the
State Board of Education and
the Ohio Board of Regents
Academic Content Standards

The process for developing academic content standards began in 1997 when the State Board of Education and the Ohio Board of Regents created a Joint Council to oversee the implementation of recommendations made by the Secondary and Higher Education Remediation Advisory Commission. The boards began to build a common long-term agenda for pre-K through 16 education.

The Joint Council started its work by establishing a set of common expectations for what all students should know and be able to do upon completion of high school. The initial work established common expectations in six content areas: (1) the arts, (2) English language arts, (3) foreign languages, (4) mathematics, (5) science, and (6) social studies. These drafts were transformed into Ohio's academic content standards.

The Joint Council assembled advisory groups to assist in completing preliminary planning for the process to draft Ohio's new academic content standards. This preliminary planning included review of exemplary world-class standards from the United States and other countries and the formulation of strategic policy recommendations. The recommendations assured that the drafting and refining of academic content standards would respect Ohio's history for sharing responsibility for curriculum decisions with Ohio's diverse learning communities.

Writing teams were made up of representatives from all twelve regions served by the Ohio Department of Education Regional Professional Development Centers and included educators from each grade level, K-12, as well as career-technical education, special education, and gifted education. Ohio's diverse ethnicity, geography, types of school districts and colleges and universities were represented on the writing teams. Parent and business and industry representatives also were represented on the writing teams. All original members of the teams who wrote the Common Expectations were invited back to join the writing teams.

When the writing teams completed the draft academic content standards documents, these documents were subjected to a period of extensive public engagement and rigorous review. Focus group meetings and electronic feedback via the web page allowed all stakeholders to express their opinions. The writing teams reviewed the public feedback and made revision recommendations to respond to the issues raised by feedback. The draft standards presented to the State Board of Education for adoption reflect the final recommendations of this writing process and include grade-level indicators of progress (K-12), benchmarks that will serve as checkpoints at key grade bands, philosophies and guiding principles.

# Development and Implementation Timeline

Based on Amended Substitute Senate Bill 1

| | | English Language Arts | Mathematics | Science | Social Studies | Technology Foreign Languages The Arts |
|---|---|---|---|---|---|---|
| **Development** | (1) Assemble Advisory Committee | | | | | State Board adoption of these content areas will follow the adoption of English Language Arts, Mathematics, Science and Social Studies |
| | (2) Identify Writing Team | | | | | |
| | (3) Develop Draft Standards and Benchmarks | | | | | |
| | (4) Convene Writing Team | | | | | |
| | (5) Seek Focused Input | | | | | |
| | (6) Engage the Public | | | | | |
| | (7) Revise Draft Standards and Benchmarks | | | | | |
| | (8) Adoption of Academic Content Standards by the State Board of Education | December 2001 | December 2001 | December 2002 | December 2002 | |
| **Implementation** | (9) Develop products and services | | | | | |
| | (10) Design Curriculum Models | | | | | |
| | (11) Present for Public Review | | | | | |
| | (12) State Board Review | | | | | |
| | (13) Adoption of Curriculum Models by State Board of Education | June 2003 | June 2003 | June 2004 | June 2004 | |
| | (14) Deliver Curriculum Models; Professional Development | September 2003 | September 2003 | September 2004 | September 2004 | |

# English Language Arts Writing Teams

The Ohio Department of Education wishes to express appreciation and gratitude to the writing teams who contributed expertise and time to the development of Ohio's English language arts academic content standards. Many hours were devoted to research and thoughtful consideration of issues to ensure the standards reflect wise and responsible thinking regarding English language arts teaching and learning. The writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality English language arts education for all Ohio students.

**English Language Arts Common Expectations Writing Team**

Yvonne Allen
Mentor City Schools
High School Teacher

Sally Angel
Lima Technical College
Associate Professor, English

Maribeth Badertscher
The J. M. Smucker Company
Business

Bege Bowers
Youngstown State University
Professor, English

Carol Brown
Columbus Public Schools
Retired High School Teacher

Jean Colner
Upper Arlington
Parent

Kay Halasek
The Ohio State University
Director, First-Year Writing Program

Elizabeth Jones
Cincinnati Public Schools
High School Teacher

Cheryl Lane
Cleveland
Parent

Kelly Lowe
Mount Union College
Assistant Professor, English

Phil Luther
University of Cincinnati -
    Raymond Walters
Chair, Department of English

Sandy Pfening
Columbus
Parent

Linda Rollins
GTE North Incorporated
Business

Susan Stevens
Youngstown City Schools
Director, Professional Development

Patricia Terry
Hamilton County E. S. C.
Supervisor, English Language Arts

**English Language Arts Academic Content Standards Advisory and Writing Team**

Margaret Ackerman
Great Oaks Institute of Technology
Vocational School Teacher

Yvonne L. Allen
Mentor City Schools
High School Teacher

Bart Anderson
Port Clinton City Schools
Assistant Superintendent

Sally Angel
Lima Technical College
Assistant Professor, English

Maribeth Badertscher
J. M. Smucker Company
Business

Bege Bowers
Youngstown State University
Professor, English

Sasheen Bowman
Euclid City Schools
Middle School Teacher

Carol Brown
Columbus Public Schools
Retired High School Teacher

Connie Cline
Columbus Public Schools
Elementary School Teacher

Jean Colner
Upper Arlington
Parent

Mary George
Westerville City Schools
Gifted and Talented Teacher

Michael Gunther
Dover City Schools
High School Teacher

Kay Halasek
The Ohio State University
Director, First-Year Writing Program

Linda Hatfield
Ohio Valley Local Schools
High School Teacher

Sora Kim Johnson
Lorain City Schools
Elementary Teacher

Elizabeth Jones
Cincinnati Public Schools
High School Teacher

Dori Kakizoe
Columbus Public Schools
Middle School Teacher

Cheryl Lane
Cleveland
Parent

Donna Lanyi
Wooster City Schools
Elementary Teacher

Kelly Lowe
Mount Union College
Assistant Professor, English

Phil Luther
University of Cincinnati - Raymond Walters
Chair, Department of English

Hazel Malone
Akron Public Schools
Instructional Specialist

Julie Maruskin
Portage County E. S. C.
Supervisor, English Language Arts

Jeannine Mays
Westerville City Schools
Elementary Teacher

Jean McLear
Darke County E. S. C.
Coordinator, English Language Arts

Lee Miller
Sidney City Schools
Chair, English Department

Greg Paulmann
Urbana City Schools
Director, Curriculum

Sandy Pfening
Columbus
Parent

Mary Ann Poole
Ohio Valley Local Schools
Literacy Coordinator

Linda Rollins
GTE North Incorporated
Business

Cindy Sabik
John Carroll University
Co-Chair, English Department

Maria Sanchez
Lorain City Schools
Elementary Teacher

Susan Stevens
Youngstown City Schools
Director, Professional Development

Patricia Terry
Hamilton County E. S. C.
Supervisor, English Language Arts

Sharon Tolle
Kettering City Schools
Middle School Teacher

Mary Jos Uchtman
Cincinnati Public Schools
Supervisor, English Language Arts

Ann Ventling
Columbus Public Schools
Elementary Teacher

Toni Wolfe
Columbus Public Schools
Elementary Teacher

Sherry Woycke
Cincinnati Public Schools
Elementary Teacher

# Ohio's K-12
# English Language Arts Standards

## Phonemic Awareness, Word Recognition and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

## Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

## Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

## Reading Applications: Informational, Technical and Persuasive Text Standard

Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

## Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

## Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

## Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they

attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

## Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

## Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

*Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*

## Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.

*Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*

# National Council of Teachers of English and International Reading Association Standards for English Language Arts

1. Students read a wide range of print and nonprint texts: to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint tests, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of contents across the curriculum.

11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).