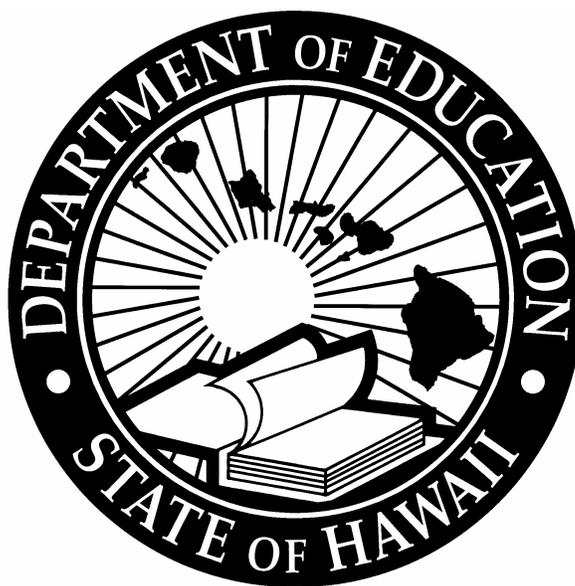


# Curriculum Framework *for* Language Arts

Office of Curriculum, Instruction and Student Support  
Instructional Services Branch

Department of Education  
State of Hawaii

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# FOREWORD

Broadly defined, curriculum is the total learning experience provided by a school to its students. It includes all of the content, goals and objectives, instructional materials, instructional strategies, student support and other services, and activities provided for students by the school.

Curriculum frameworks communicate common understandings about content and performance standards, instruction, and classroom assessment in a content area. The frameworks suggest ways that classroom instruction and assessment can be designed to best address the Hawaii Content and Performance Standards (HCPS) III. The curriculum frameworks also provide a means for schools to incorporate system-wide requirements into the school curriculum to ensure educational quality and equity for all students.

This framework is one of a series of Hawaii State Department of Education publications for teachers and other educators to use in implementing the HCPS III at the classroom level. Curriculum Frameworks for each of the nine HCPS III content areas provide a framework and philosophy for curriculum, instruction, and classroom assessment in those disciplines.



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Patricia Hamamoto, Superintendent



# TABLE OF CONTENTS

FOREWORD .....	i
TABLE OF CONTENTS .....	iii
INTRODUCTION TO THE CURRICULUM FRAMEWORK SERIES .....	v
THE SYSTEM OF STANDARDS .....	vi
• The Hawaii Standards System .....	vi
• The Relationship between the Standards and the General Learner Outcomes .....	vii
• The HCPS III Implementation Process Model .....	viii
• The Standards-Based Classroom .....	xi
PREFACE .....	1
1. GENERAL DESCRIPTION OF THE LANGUAGE ARTS PROGRAM	
• Definition of the Language Arts .....	3
• Rationale for the Language Arts Program .....	5
– Legal Authority .....	7
• Program Goals .....	15
2. THE LANGUAGE ARTS STANDARDS	
• The Need for Standards .....	17
• The Setting of the Content Standards .....	18
• The Organization of the Language Arts Standards .....	18
– Language Arts Standards At-a-Glance .....	19
– Description of the Three Strands .....	20
• The Relationship between the Hawaii Standards and National Standards .....	27
• The Types of Standards .....	31
– Content Standards .....	31
– Benchmarks .....	31
– Performance Standards .....	33
3. ASSESSMENT, CURRICULUM, AND INSTRUCTION	
• Standards-based Assessment .....	35
• Standards-based Curriculum .....	37
• Standards-based Instruction .....	37
• Integrating Assessment, Curriculum, and Instruction .....	37
• The Benchmark Maps .....	40
• The Standards-based Classroom .....	47
• Language Arts as a Tool for Learning in the Content Areas .....	48

4. BIBLIOGRAPHY AND GLOSSARY

- Bibliography.....55
- Glossary.....57

# INTRODUCTION TO THE CURRICULUM FRAMEWORK SERIES

## DESCRIPTION, PURPOSES, USES

Curriculum frameworks suggest the best thinking about the knowledge, skills, and processes that characterize a particular discipline; these frameworks provide a structure within which to organize curriculum and instruction in that content area. Curriculum frameworks represent the theoretical and philosophical bases, grounded in sound research, upon which the content standards, benchmarks, performance tasks, and rubrics were developed.

The curriculum framework series for the HCPS content areas include documents that provide the rationale or statements of the values, principles, research, and assumptions which help to guide decision making and the designing of curricular and instructional programs. Curriculum frameworks provide links between theory and practice as well as up-to-date and relevant information about pedagogy, learning, and resources within a content area.

Curriculum frameworks are intended for teachers and other educators and policy-makers involved in curriculum, instruction, and other educational decision-making. The frameworks are meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms across the state. The written format allows access to this information by all educators statewide.

Curriculum frameworks can be used by teachers as a roadmap to plan and design curricular and instructional units or activities at the school level and serve as aids in selecting appropriate classroom level materials for students as well as assessments that can be used for diagnosis, progress monitoring, and measuring outcomes. The frameworks can also serve as a common reference point in discussing and aligning curriculum schoolwide, or within a grade level or department.

# THE SYSTEM OF STANDARDS

Fundamentally, standards provide *all* students with access to high expectations, challenging curricula, and effective teaching. Standards associate equity with excellence and ensure that students have the knowledge and skills necessary to participate in daily activities and in the workplace and to pursue their goals and aspirations.

The HCPS III describe educational targets in all nine content areas for *all* students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science, and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that *all* courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

## THE HAWAII STANDARDS SYSTEM

The Hawaii Standards System is more than the HCPS III alone. The Hawaii Standards System supports standards-based education through curriculum, instruction, and assessment components. The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators. The *Hawaii Standards System* supports school level implementation of standards-based education by

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the HCPS III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

The HCPS III contain

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for *all* students in grades K-5;

- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III documents. These standards may be found in HCPS II and will be identified in a future version of the *Approved Course and Code Numbers (ACCN)* course descriptions. Because *all* courses are standards-based, these specialized courses utilize

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

## **THE RELATIONSHIP BETWEEN THE STANDARDS AND THE GENERAL LEARNER OUTCOMES**

Content Standards define the academic content knowledge and skills that all students should know and be able to do. They are general statements of expectations for all students K-12.

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes (GLOs) serve as the essential, overarching goals in the system of standards. These Outcomes are

- GLO 1: Self-directed learner: The ability to be responsible for one’s own learning
- GLO 2: Community Contributor: The understanding that it is essential for human beings to work together
- GLO 3: Complex Thinker: The ability to be involved in complex thinking and problem solving
- GLO 4: Quality Producer: The ability to recognize and produce quality performance and quality products
- GLO 5: Effective Communicator: The ability to communicate effectively
- GLO 6: Effective and Ethical User of Technology: The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the GLOs while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it is what is done with the standards—how they are realized

in all classrooms for all students—that will determine whether we educators can fulfill the Department’s vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation

## **THE HCPS III IMPLEMENTATION PROCESS MODEL**

The Hawaii Content and Performance Standards (HCPS) III Implementation Process Model is a framework that has been adapted from West Ed’s Learning from Assessment model. It consists of a series of six steps.

- The first step in the process asks a teacher to identify relevant benchmarks. The teacher decides which benchmarks will be the central focus of a lesson or unit.
- In the second step, the teacher determines what evidence will show that the students have met the benchmarks.
- In the third step of the process, the teacher plans the strategies and experiences which will build understanding and help all students meet proficiency.
- The fourth and fifth steps require the collection of evidence of student learning. The teacher determines what this evidence indicates about the student’s progress and decides what further instruction or support is needed.
- Lastly, the teacher evaluates the work and communicates the findings.

While the model numbers the steps in the process, it is important to remember that these steps are not always followed in a lock-step fashion. For example, a teacher may work through steps one to five, and as she collects the evidence of student learning (step five), she will likely gain insight that will inform step three (determine learning experiences). In her review of the work, she may notice that many students are not meeting a certain aspect of a particular benchmark. For example, the students may be able to correctly compare fractions, but may be unable to explain why they placed the fractions in a particular order. This evidence will inform step three and the teacher will likely design additional learning experiences designed to help students place fractions in a particular order.

## HCPS III IMPLEMENTATION PROCESS MODEL

- ➊ Identify relevant benchmarks.
  - ➋ Determine acceptable evidence and criteria.
  - ➌ Determine *learning experiences* that will enable students to learn what they need to know and to do.
  - ➍ Teach and collect evidence of student learning.
  - ➎ Assess student work to inform instruction or use data to provide feedback.
  - ➏ Evaluate student work and make judgment on learning results and communicate findings.
- Reteach or repeat the process with the next set of benchmarks.**

The table on the next page shows the six-step HCPS III Implementation Process Model. It also shows the state and school support for student success that relates to each step in this model.

## HCPS III IMPLEMENTATION PROCESS MODEL

Implementation Steps	State Support for Student Success	School Support for Student Success
<p><b>1</b> Identify relevant benchmarks.</p> <p><i>Which benchmarks will be the central focus of the lesson/unit?</i></p>	<p><b>Benchmark Map</b> (<a href="http://standards toolkit.k12.hi.us">http://standards toolkit.k12.hi.us</a>)</p> <ul style="list-style-type: none"> <li>~ developed by State with input from field</li> <li>~ includes sets of benchmarks clustered around Big Ideas or Major Understandings; clusters mapped out by quarters</li> <li>~ serves as the focal point for other state-developed supporting documents and future standardized course assessments and HSA</li> </ul>	<p><b>Curriculum Map</b> [Lotus Notes curriculum mapping program available at no cost (check with your principal)]</p> <ul style="list-style-type: none"> <li>~ developed by teachers/schools to create a cohesive and articulated curriculum</li> <li>~ aligned to Benchmark Map</li> </ul>
<p><b>2</b> Determine acceptable evidence and criteria.</p> <p><i>What evidence will show that the student has met the standards?</i></p>	<p><b>Instructional Map</b></p> <ul style="list-style-type: none"> <li>~ will be developed by OCISS with input from field</li> <li>~ aligned to Benchmark Map</li> <li>~ includes sample assessment tasks and rubrics</li> </ul>	<p><b>Curriculum Map (continued)</b></p> <ul style="list-style-type: none"> <li>~ includes assessment tasks (may include teacher-developed tasks, or tasks from the Instructional Map, textbook, journals, publications, websites, or other resources)</li> </ul>
<p><b>3</b> Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do.</p> <p><i>What strategies/experiences will build understanding and help all students meet proficiency?</i></p>	<p><b>Instructional Map (continued)</b></p> <ul style="list-style-type: none"> <li>~ will include sample instructional strategies to provide opportunities for ALL students to reach proficiency</li> </ul> <p><b>Instructional Materials Review</b></p> <ul style="list-style-type: none"> <li>~ development of Recommended Textbook List that includes resources that support standards-based instruction and assessment</li> </ul>	<p><b>Unit/Lesson Plans</b></p> <ul style="list-style-type: none"> <li>~ developed by teachers</li> <li>~ aligned to Curriculum Map</li> <li>~ learning experiences may come from a variety of resources: Instructional Map, textbooks, journals, publications, websites, or other resources</li> <li>~ includes plans for formative assessment</li> </ul>
<p><b>4</b> Teach and collect evidence of student learning.</p> <p><b>5</b> Assess student work to inform instruction or use data to provide feedback.</p> <p><i>What does the evidence indicate about the student's progress?</i></p> <p><i>What further instruction or support is needed?</i></p>	<p><b>Instructional Map (continued)</b></p> <ul style="list-style-type: none"> <li>~ will eventually include student work (exemplars) for the tasks that are provided</li> </ul>	<p><b>Formative Assessments (from Step #3)</b></p> <ul style="list-style-type: none"> <li>~ used to guide instruction and inform students of their progress</li> </ul> <p><b>Summative Assessments (from Step #2)</b></p> <ul style="list-style-type: none"> <li>~ used to assess student's level of proficiency after the student has had a chance to learn, develop, and improve</li> </ul>
<p><b>6</b> Evaluate student work and make judgment on learning results and communicate findings.</p> <p><i>What do recent assessments indicate about the student's level of proficiency?</i></p> <p>Reteach or repeat the process with the next set of benchmarks.</p>	<p><b>Standardized Course Assessments</b></p> <ul style="list-style-type: none"> <li>~ coming soon for high school courses</li> </ul>	<p><b>Standards-Based Grading and Reporting</b></p> <ul style="list-style-type: none"> <li>~ used to report progress/proficiency of benchmarks that were identified in Step #1</li> </ul>

# THE STANDARDS-BASED CLASSROOM

The standards-based classroom does not have one particular form. Rather, it can take on many forms. Characteristics to look for include the following:

## **What are students doing?**

- Working in collaborative groups, talking and sharing ideas about the subject matter and solving problems or conducting investigations together
- Listening actively to each person's ideas and being critical friends when someone needs help understanding a difficult concept
- Demonstrating persistence in performing complex tasks and learning challenging concepts
- Communicating thoughts, ideas, findings, solutions to others
- Using and knowing when to use various resources (such as printed materials, tools, and technology) to learn about the subject matter
- Reflecting on their progress toward learning goals

## **What are teachers doing?**

- Asking good questions to get students to think more deeply about a posed problem or task
- Constantly assessing where students are with respect to the focus of the lesson and adjusting the lesson based on feedback about student understanding
- Creating a climate for risk-taking and encouraging subject-matter dialogue where students exchange a variety of ideas and feel confident about asking questions
- Providing opportunities for students to learn at their own pace using strategies for differentiation
- Using text materials, tools, technology, multimedia, guest speakers, and/or field experiences to enhance learning
- Making every effort to show links between and among disciplines and how the subject matter is connected and relevant to other areas and real contexts

## **REFERENCE**

Jamentz, K. (1998). *Standards: From document to dialogue*. San Francisco, CA: WestEd.



# PREFACE

Standards-based education is one of the most important tools we have for improving Hawaii’s education system. The implementation of a statewide system of standards makes clear the goals of the language arts program and sets the same expectations for all students in all schools. Standards-based education continues to reshape the way teachers learn and teach, requiring new types of evidence of student learning, and assuring high achievement.

The Language Arts standards are premised on the belief that all students can learn and that literacy is for all students, not just some. The standards are aimed at developing students who can use language to communicate, to learn, to fulfill personal and social needs, and to meet the demands of society and the workplace. The standards emphasize reading, writing, oral communication, and the study of literature and language from the earliest grades to graduation. The standards establish a foundation upon which to develop effective literacy programs. They give direction for curriculum and require the best teaching practices to achieve them.

Making standards clear so that all stakeholders—parents, teachers, students, community members—can understand what they mean, why they are organized in their present form, and what the standards require students to know and be able to do is essential to this implementation. But making standards clear to a range of audiences presents a formidable challenge because, while all need to understand the standards, the kinds of information each group may need are different. Students need to know what they should be striving to achieve and teachers need to know what they can do to help their students get there. Parents need to know the standards in lay terms, but they do not need the same information teachers need.

This document was written primarily for teachers. It uses the technical language of the discipline of Language Arts and provides conceptual information that teachers need to better understand the system of standards. The document can be used to begin on-going professional dialogues about what the standards mean, what they look like at specific grade levels, and how existing school curriculum, instruction, and classroom assessments might be revised. These discussions, coupled with professional development aimed at helping all students achieve the standards, are a necessary part of the implementation process.

In the end, setting standards alone will not bring about improved student learning; nor will it transform teaching and learning. Educators have to *use* standards; they must make standards central to the curriculum. Teaching and learning have to focus on standards. Instruction has to be differentiated and diversified to give all students a fair opportunity to learn. Classroom assessments must include exemplars of the desired practices and enabling conditions that help all students achieve the standards. Only then will we educators not only raise our expectations, but achieve them.



# 1. GENERAL DESCRIPTION OF THE LANGUAGE ARTS PROGRAM

## DEFINITION OF THE LANGUAGE ARTS

The Language Arts Program includes five major areas of emphasis: reading, writing, oral communication, literature, and language study. These five major areas are organized into three strands or “Big Ideas;” reading, writing and oral communication. These three big ideas are further organized into seven content standards, all of which will be discussed in depth in a subsequent section of this document. Students use the language arts to think, construct meaning and communicate, as well as to understand themselves and to relate to people in a multi-ethnic, global society. The language arts also contribute to the broadening of experience, the clarification of values, and nurturing of the imagination and aesthetic sensitivity.

These five areas are interconnected—attention to one influences the other. Each is connected to personal knowledge, to schooling or technical knowledge, and to social or community knowledge. They are also interconnected because together, they foster lifelong learning.

## READING

*Reading provokes thought and reflection, allows readers to create and explore new ideas, and connects people to each other and to the world.* Even before they enter school, children can learn to enjoy reading. As they listen to stories that are read to them, they begin to appreciate books as a source of enjoyment. As they move through the elementary and middle grades, students can become deeply engaged with language and derive personal meanings from what they have read. With the accumulation of literacy experiences, high school students continue to discover and learn through reading and to appreciate the importance of literacy in their lives. They develop preferences for reading and read deeply what they enjoy. Reading develops into a lifelong process.

Reading is a complex process of making sense of text and constructing meaning. It is a recursive process with readers rereading earlier sections in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas before continuing a linear reading. Reading requires

- the development and maintenance of a motivation to read;
- sufficient background information and vocabulary to foster reading comprehension;
- the skills and knowledge to understand how phonemes and speech sounds are connected to print;
- the ability to decode unfamiliar words;
- the ability to read fluently; and

- the development of appropriate active strategies to construct meaning from print.

In addition, deriving meaning from print requires

- experiences with a range of texts;
- the capacity to read, interpret and respond to texts personally and critically; and
- the development and maintenance of thoughtful and respectful interactions with text that represent diversity in language, perspective, and/or culture.

## **LITERATURE**

*Literature is the centerpiece of the language arts.* What literature communicates comes from the world of human experience and represents the cultural and societal values and beliefs of people at particular times and in particular places. Literature offers students the promise of entertainment and pleasure and sometimes of escape or emotional outlet. Through literature, students experience the aesthetic and imaginative power of words and the rhythms and patterns of expression and thought. Through literature, students develop an understanding of human nature, an appreciation of other cultures, and a realization that learning about others helps in understanding themselves. To fully experience a text, a reader should be able to respond from a range of stances: initial understanding, personal, interpretive and critical. Standard 3: Literary Response and Analysis, which will be discussed in greater depth in a subsequent section, asks students to respond to literary texts from these stances.

## **WRITING**

*Writing is connected to reading.* Much is learned from one about the other. Like reading, writing is a constructive process of making meaning. It is not merely the rendering into graphic symbols of what has already been clearly conceived and thought out. Writing is a tool for the active formulation, discovery, and organization of thought. In the act of writing, ideas are born, clarified, shaped, and reshaped. As with reading, writing is a vehicle for acquiring new ideas, perspectives and feelings, and for expanding those already acquired; it is through writing that we develop understanding.

Writing, like reading, is a complex process of making sense of text and constructing meaning. It is a recursive process made up of interrelated sub-processes—prewriting, drafting, revising, editing, publishing—which do not occur in any fixed order. A student drafting a piece of writing may go back to prewriting when confronted with the need to develop more or different ideas. Throughout the process, writers move fluidly from whole to part and back again to discover what they mean, what they want to say, and to shape and define their overall purpose.

## **ORAL COMMUNICATION**

*Speaking is the most pervasive of all communication behaviors.* Speech is an expression of the total being. Every time students communicate, they are offering a definition of themselves and responding to the definitions of others. The kinds of messages that students

send and receive provide a significant source of ideas and feelings about themselves. Speech is also linked to social and occupational success. Students who have at their command flexibility and range in their communication have more options to communicate ideas. Students also must acquire a variety of good listening behaviors. Listening skills are critical for engaging in productive dialogue; they are also essential for developing good study skills.

As with reading and writing, oral communication is a recursive process involving a series of cycles of information exchange to clarify meaning and move toward common understanding. In this process, both speaker and listener are constantly changing roles and modifying messages based on what has been said. Effective communication, then, is not the responsibility of any one person. It is based on and affected by the relationship and quality of interaction between all involved.

## **LANGUAGE STUDY**

*Language study is the study of language—what it is, how it works, how it is used, and how it affects people and society—and the techniques and approaches used to study it.* Knowing about language enriches understanding of language and in turn contributes to proficiency in language usage. The Hawaii Content and Performance Standards (HCPS) III has benchmarks that ask students to use new vocabulary learned through word study and reading at all grade levels. This inclusion represents the recognition that vocabulary is crucial to comprehension and should be explicitly addressed and encouraged.

Language is a subject worthy of study in itself. But the study of language can also be functional and situational as it focuses on how it is used in relevant social contexts and how it is used by individuals to structure their personal perceptions and experience. Language study is also both scientific and abstract in the focus on a search for underlying principles and generalizations about the complex phenomenon of language. Language study is addressed in the HCPS III as readers are asked to look at print and non-print media critically. For example, students in grade 4 are asked to “Explain how the author’s choice of language and use of literary elements contribute to the author’s purpose and the effectiveness of the text.” In grade ten, they are asked to describe the effects of style and language choice in visual media. These are just two examples that ask students to critically look at and listen to the way language is used.

## **RATIONALE FOR THE LANGUAGE ARTS PROGRAM**

The content standards are grounded in key concepts of the disciplines. These concepts provide a framework for organizing the Language Arts standards.

- *Language is functional and purposeful.* We use language to express ourselves, to communicate with others, to learn, to accomplish tasks, to connect with others, to make sense of experience, and as a tool for thinking. Knowledge of language is vital, but

knowledge alone is of little value if one has no need to or cannot apply it. The ability to use language in a variety of forms, for a variety of purposes and audiences, and in many contexts, is an essential part of language learning.

- *Language processes are meaning-making processes.* Language processes involve the active formulation, discovery, and organization of thought. Reading, writing, listening, and speaking are thinking, discovering, ordering, and meaning-making processes. They allow us to make our thoughts and feelings visible and, because of this, lead us to engage, ponder, focus, refocus, organize, analyze, and synthesize ideas.
- *Language allows for communication through symbolic form.* It is the process of symbolic rendering which marks literature as an art form. It is this symbolic rendering of an experience that differentiates literature from a report or a journalistic article, although both kinds of writing use the same medium of expression—language. The power of literature is in the imaginative use of language and in its ability to engage us in understanding self, society, and the world.
- *Language is governed by conventions.* To ensure effective communication, language users must use the most commonly recognized forms of English. Knowledge of the conventions is needed to comprehend and construct text. Readers need to know and use spelling-to-sound correspondences; writers need to know and use grammatical conventions; speakers need to know and use acceptable pronunciation and grammar.
- *Language develops from a positive attitude about self as a reader, writer, speaker, and from engagement in meaningful literacy activities.* Meaningful learning occurs when students are genuinely engaged with their learning and when they feel confident as readers, writers, listeners, and speakers. Students show clear signs of engagement when they choose to read more about a subject, when they participate enthusiastically in class discussions, and when they share what they have written with others.
- *Language enables us to develop social and cultural understanding.* Because of our students' diverse linguistic heritages, and because their spoken and written words are a form of both personal and cultural expression, the language arts classroom is deeply affected by diversity issues. Our national standards point out that “the capacity to hear and to respect different perspectives and to communicate with people whose lives and cultures are different from our own is a vital element of American Society. Language is a powerful medium through which we develop social and cultural understanding, and the need to foster this understanding is growing increasingly urgent as our culture becomes more diverse.” (NCTE & IRA 1996, 41)

## LEGAL AUTHORITY

The legal authority for the Language Arts Program is described in the Department's Policies and Regulations, Curriculum and Instruction Series 2000 handbook. Relevant Board of Education policies and Department of Education regulations based on those policies are listed here.

### **ACADEMIC PROGRAM (HAWAII STATE BOARD OF EDUCATION POLICY 2100)**

The Board of Education recognizes that one of the key components to student achievement and success is a quality, standards-based academic program. Therefore, the Department of Education shall provide an academic program to equip each student with the knowledge, skills, attitudes, and values needed to attain the Hawaii Content and Performance Standards and to give responsible direction to one's own life. The Department of Education shall provide standards-based learning experiences to develop and nurture a variety of intelligences.

Effective learning shall be facilitated through the maximum and active participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, appropriate and relevant teaching and learning strategies, and self-assessment as well as standards-based assessment, grading and reporting procedures. The learning experiences shall be included in concepts commonly taught in, but not limited to, language arts, mathematics, science, social studies, health, physical education, fine arts, world languages, and career and life skills, or a combination of the above subject areas.

Each school shall offer a comprehensive program of academic education to meet the needs, interests, and abilities of all students.

Adopted: 10/70

Amended: 08/86; 03/88; 01/99; 01/05/06

**ACADEMIC PROGRAM  
(DEPARTMENT OF EDUCATION REGULATION 2100.1)**

1. It is the right of every student to have access to a learning program which will permit optimum development as an educated person.
2. The academic program shall include a desirable mix of appropriate and comprehensive learning activities in the areas of (a) communications, (b) humanities, and (c) environmental studies.
3. The basic program, to be offered at each school, shall consist of the knowledge, skills and processes, and attitudinal development to be required of each student as the foundation for attainment of higher academic learning.
4. The minimum elective program enhances the basic program and consists of desirable courses in the major subject areas which may be scheduled in accordance with student interest, staffing and related considerations.
5. The specialized elective program, which shall be planned to meet the unique needs and interests of students and school committees, shall reflect current and emerging concerns of the community, the nation, and the world.

Adopted: 10/70

Amended: 8/86, 3/88

**K-12 LITERACY  
(HAWAII STATE BOARD OF EDUCATION POLICY 2010)**

The development of student literacy in all content areas and in all grade levels is an educational and cultural imperative. Literacy shall be attained through an appropriate framework of curriculum and instruction. Literacy is the ability in any content or context to read, write, and communicate. Literacy shall include mathematical and scientific literacy. Other skills that enhance literacy include relating, expressing, speaking, understanding, listening, critical thinking, analyzing, and problem-solving.

The language arts standards in the Hawaii Content and Performance Standards specify what all students should know and be able to do to become literate. To attain this goal, all schools shall provide a balanced and comprehensive reading and writing program that includes the direct teaching of: (1) comprehension of content and language in both oral and written forms; (2) organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and (3) fluency and vocabulary development that includes an understanding of how words work. The reading and writing program shall also provide: (4) ongoing diagnosis and assessment that ensures accountability for results; (5) effective writing practices to be integrated into the reading and writing program; and (6) timely intervention services to assist students who are at risk of failing attainment of literacy.

An effective reading and writing program shall be implemented to assure that every child will become a proficient reader and writer, as defined by the Department of Education, by the end of the third grade.

In the instructional program for grades 4-12, all content areas shall further support the development of literacy skills such that students can access and communicate subject area content and concepts using a wide variety of print and non-print materials. Students identified by the Department of Education as not proficient will receive appropriate assistance and support.

Adopted: 10/94 (Curriculum and Instructional Policy)

Amended: 4/98; 6/02; 10/19/06

### **CURRICULUM AND INSTRUCTION IN THE EDUCATION PROCESS (DEPARTMENT OF EDUCATION REGULATION 2010.1)**

The roles of the curricular and instructional programs for the public schools of Hawaii shall be both broad and inclusive, bringing focus to experiences which will equip students for a lifetime of effective living and learning, permitting them to meet successfully today's problems and opportunities as well as on those in the yet-unknown future.

Curriculum and instruction shall provide experiences which will enable students to learn to think and act intelligently in achieving maximum self-fulfillment and in attaining the knowledge, skills, abilities, attitudes, and appreciations essential for preserving and contributing to the strength of the community, state, nation, and world.

Effective learning shall be predicated on maximum participation of each student in the learning process, insuring that personal meaning is derived from curriculum content, instructional modes, and evaluative procedures.

Provisions shall be made for incorporating many diverse experiences throughout the school years to assist learners in realizing to the fullest their unique potentialities, as well as to make certain that appropriate attention is directed toward the problems and progress of society. The emphasis and degree of sophistication of these experiences shall be appropriate to the needs and characteristics of the learners.

School experiences which contribute to self-fulfillment and productive life shall include the following:

1. Development of basic skills for learning and communication, including, speaking, reading, writing, listening, computing, and thinking.
2. Development of positive self-concept, including understanding and accepting self and understanding and relating effectively with others.
3. Development of decision-making and problem-solving skills.
4. Development of independence in learning, including demonstrating initiative and responsibility for continuous learning.
5. Development of physical, social and emotional health, including demonstrating good health, fitness and safety practices.
6. Recognition and pursuit of career development as an integral part of growth and development.

7. Development of a continually growing philosophy based on belief and values and including responsibility to self and others.
8. Development of creative potential and aesthetic sensitivity.

Adopted: 10/70

Amended: 03/88; 10/94

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
(HAWAII STATE BOARD OF EDUCATION POLICY 2015)**

To ensure high academic expectations, challenging curriculum, and appropriate assessment and instruction for all students, the Department of Education shall implement the Hawaii Content and Performance Standards as approved by the Board of Education. The standards shall specify what students must know and be able to do.

Schools shall articulate and align their curricular, assessment and instructional program—by grade level, subject area, courses, and/or other appropriate units—with the Hawaii Content and Performance Standards and evaluate the effectiveness of their efforts to help all students attain the standards. The school's articulated curricular, assessment and instructional program shall be shared with parents and students with the intent of involving parents/guardians as partners in the education of their children.

The Superintendent shall develop and implement a plan to create a standards-based and performance-oriented education system that will ensure that all students attain the standards.

Approved: 10/95

Amended: 11/01; 06/23/05

**HAWAII CONTENT AND PERFORMANCE STANDARDS  
(DEPARTMENT OF EDUCATION REGULATION 2015.1)**

1. The Hawaii Content and Performance Standards shall be implemented as approved by the Board of Education and distributed to the schools.
2. Each school shall describe its implementation of the standards in its Standards Implementation Design (SID).
3. The Department of Education shall develop and implement a continuum of professional development activities that enable teachers to implement the standards.
4. The Department of Education shall develop an assessment and accountability system that measures and reports on student attainment of the standards and holds everyone accountable for that performance.
5. The Department of Education and the Board of Education shall coordinate the review and revision of the standards every five years.

DOE: 11/01

**RESPONSIBILITY FOR CURRICULUM DEVELOPMENT AND  
IMPLEMENTATION  
(HAWAII STATE BOARD OF EDUCATION POLICY 2030)**

The Department of Education shall provide guidance to schools in developing and implementing curriculum and instruction for the public school system.

The responsibility for developing curriculum shall be shared by the Superintendent and the schools. The responsibility for developing and delivering the instructional program shall rest primarily with the schools. The Superintendent shall provide the general direction in curriculum and instruction by providing guidance in the use of effective teaching, learning, and assessment strategies appropriate to the Hawaii Content and Performance Standards.

Former Code No. 6123.2

Former Policy Approved: 07/60

Amended: 10/70, 03/88; 03/99

**CURRICULUM DELIVERY  
(HAWAII STATE BOARD OF EDUCATION POLICY 2101)**

The Board of Education recognizes that a strong, challenging curriculum is key to student success and achievement. Therefore, all elementary (grades K-5) and secondary schools (middle/intermediate and high) shall design a program of studies—or curriculum—that enables all students to attain, to the highest degree possible, the Hawaii Content and Performance Standards (HCPS). The curriculum shall include:

- Units of study or lessons, delineating content or topics to be taught;
- Relevant instructional activities and materials to be used, aligned with the HCPS;
- Specific learner outcomes or expectations that result in student attainment of grade level benchmarks;
- A timeframe in which outcomes are expected to be achieved; and
- Assessment tools and methods, including collection and analysis of student work, to measure student attainment of outcomes and benchmarks.

With continued emphasis on improving student achievement, the articulation and coordination of curriculum and curricular services between and among grade levels and subject areas shall be addressed at every school. Articulation of services between schools within a complex shall also be addressed.

The curriculum or program of studies shall include academic courses, subjects, and/or units as well as planned, systematic co-curricular activities and student academic support services, such as assessment, counseling, and guidance to facilitate student attainment of standards. The Department of Education shall adopt regulations to assist schools in the implementation of this policy.

Approved: 11/03/05

**INSTRUCTIONAL MATERIALS  
(HAWAII STATE BOARD OF EDUCATION POLICY 2240)**

The Board of Education understands that implementation of standards-based education requires instructional materials that are aligned with the Hawaii Content and Performance Standards (HCPS). Therefore, printed materials, media and technology which overtly address the HCPS benchmarks shall be selected for classroom use.

The Office of Curriculum, Instruction and Student Support shall provide a list of recommended textbooks and other instructional materials for select curricular areas. It shall also provide general and content-specific evaluation criteria for schools to use when evaluating instructional materials.

Schools that select texts and instructional materials not on the list of recommended texts and instructional materials shall demonstrate that these materials will better support their students' learning needs. Evidence shall include statewide assessment results and other data documenting student achievement.

Schools shall also develop and implement a multi-year textbook acquisition/replacement plan that is based on instructional needs. This shall be a key component of a schools' academic and financial plan. Schools shall inform parents and make available to their school communities, the textbook acquisition/replacement plan, its adequacy in meeting students' needs for textbooks in a given year, and the textbook series, by subjects, used in classrooms.

Former Code Nos. 6134 Textbooks and Reference Materials

6134.1 Approval of Reference Materials Offered by Special Interest Groups

Former Policy 6134.1 Approved 01/55; Reviewed 07/60; Revised and included above 4/70

Approved: 10/70

Amended: 03/88; 05/95; 03/97; 09/98; 01/05/06

**STANDARD ENGLISH AND ORAL COMMUNICATION  
(DEPARTMENT OF EDUCATION REGULATION 2100.3)**

Oral communication is the most commonly used form of the human interaction in personal or societal situations and in the work place. Oral communication, specifically standard English, may be considered the most significant basic skill in our lifetime. Toward this end:

- Students will be provided the opportunity to learn and develop facility in oral standard English as a matter of high basic skill priority.
- Staff will: (1) provide comprehensive and effective instruction in the expression and reception of oral standard English; (2) model the use of standard English in the classroom and school-related settings except when objectives relate to native Hawaiian or foreign language instruction and practice or other approved areas of instruction and activities; and (3) encourage students to use and practice oral standard English.

Adopted: 9/87  
Amended: 3/88

## PROGRAM GOALS

Language is a powerful tool through which we communicate who we are and what we think, feel, and believe. Language is a unique characteristic of people and through language we relive the past, function in the present, and eventually reach our full potential as people. It is also through language that we solve problems, reconstruct existing beliefs and values, generate new ideas, and contribute to social change. Enabling students to use language effectively and in ways that will serve them in all aspects of their lives is one of education's most important obligations and the mission of the language arts program. To achieve this mission, three goals of the Language Arts Program have been identified.

- Develop competent language users who are able to use written and spoken language not only for communication, but for learning and reflection, for social and personal fulfillment, and to meet the demands of society and the workplace;
- Increase students' understandings of the English language and to improve their ability to use written and spoken language in a wide variety of contexts and for a variety of purposes and audiences; and
- Enrich students' lives and build their understanding of the many facets of the human experience through literature.

The standards articulate what students should know about language and be able to do with language and represent a mix of the cognitive, intellectual, academic, and practical dimensions of learning. The standards are not designed to be used as a curriculum, but to provide support and direction for the development of curriculum and the identification of the best teaching practices for students to achieve them.



## 2. THE LANGUAGE ARTS STANDARDS

### THE NEED FOR STANDARDS

The standards for the Language Arts define as clearly and specifically as possible what students should know about language and be able to do with language. Setting standards is one step toward assuring that *all* students will have the literacy, language, and learning skills needed to live productive and successful lives now and in the future. Having standards also assures that *all* students are offered the opportunities, the encouragement, and support to become proficient readers, writers, listeners, and speakers. The standards are developed to accomplish three goals.

1. ***To promote equity and excellence for all.*** Standards for all students are necessary to promote high expectations and to ensure equitable educational opportunities—qualified teachers, access to resources, and a fair opportunity to learn toward high expectations. The National Council of Teachers of English and the International Reading Association in the *Standards for the English Language Arts* (1998) make clear that:

...defining standards furnishes the occasion for examining the education of students who previously have not fully enjoyed prospects for high attainment. In a democracy, free and universal schooling is meant to prepare *all* students to become literate adults capable of critical thinking, listening, and reading, and skilled in speaking and writing. Failure to prepare our students for these tasks undermines not only our nation's vision of public education, but our democratic ideal.
2. ***To ensure that students have the literacies to meet the demands of society now and in the future.*** The future will require literate citizens who can function in a highly technological and communication-oriented society. Language competencies once achieved by a few will be needed by all to live and contribute successfully to society. These language competencies go beyond the ability to read, write, and speak and will include critical and creative use of written, visual, and electronic texts. These competencies will also include the ability to communicate in a diverse society with people who don't share the same cultural, ethnic, or religious beliefs.
3. ***To develop competent language users who are able to use written and spoken language to communicate, learn and reflect, fulfill social and personal needs, and meet the demands of society and the workplace.*** Language lies at the heart of all human experiences and, to a considerable extent, determines that humanity and destiny. Language is a unique characteristic of people; it is a powerful function through which we overcome space and time barriers, relive the past, function in the present, and eventually reach our full potential. Our survival and quality of life depends on our ability to use language to think, learn, and communicate and connect with others.

## **THE SETTING OF THE CONTENT STANDARDS**

The following list outlines the criteria used by the Mid-Continent Research for Education and Learning (McREL) during their standards review process. The criteria are organized to address the overall organization of the content, the content itself, and the clarity and specificity by which the content is communicated.

### **Organization**

- Do the standards work as organizing statements of the discipline?
- Are the benchmarks organized appropriately?

### **Content**

- Are the important knowledge and skills of the discipline addressed?
- Do the knowledge and skills appear at the appropriate level?

### **Clarity and Specificity**

- Is the language clear and free of jargon? If there are technical terms, are they defined?
- Is the language specific enough that all stakeholders know what it is they will be held accountable for?
- Is it clear in the document what material is presented as an example as opposed to what material students must learn?
- Is it clear what is expected of students by the end of each grade?

## **THE ORGANIZATION OF THE LANGUAGE ARTS STANDARDS**

There are seven language arts content standards. The standards in language arts are organized into the three main strands that involve language learning—reading, writing, and oral communication. Although these strands are represented separately, the elements that comprise the three strands are intricately interwoven and constantly interacting. There are grade-level benchmarks—specific statements of what a student should know or be able to do for each of the standards. These benchmarks are organized into related ideas or topics. There are a total of 30 topics.

Language learning is complex. Reading, writing and oral communication are interrelated and hence not taught in isolation from each other. However, to aid in understanding the standards each of the strands is identified discretely. The Standards At-A-Glance table on the next page provides a display of all the language arts standards and topics. This table is helpful in that it shows the grade levels at which certain topics are introduced, repeated and omitted.

# LANGUAGE ARTS STANDARDS AT-A-GLANCE (HCPS III)

Strand	STANDARD	TOPIC	NUMBER OF BENCHMARKS												Total					
			Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11		Gr 12				
READING	<b>1 Conventions &amp; Skills</b> —Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	Concepts of Print	1	3														4		
		Phonemic Awareness	3	3															6	
		Alphabetic Understanding	3	4	3	2													12	
		Fluency		1	1	1													3	
			Vocabulary & Concept Development	2	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	19
			Locating Sources/ Gathering Info		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	12
		<b>2 Comprehension</b> —Use reading strategies to construct meaning from a variety of texts	Understanding Text Structures	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	11
			Constructing Meaning	1	4	2	2	2	2	3	3	3	3	2	1	1	1	1	1	27
			Interpretive Stance	1		1	2	2	3	1	2	1	1	1	1	1	1	1	1	16
			Literary Elements	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	13
			Personal Connection		1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	11
	WRITING		Critical Stance					1	2	1	2	1	2	1	1	2	1	2	2	13
				Range of Writing	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Spelling and Handwriting				3																3
Sentence Structure & Grammar					1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	10
Grammar & Mechanics																				3
		Punctuation, Capitalization, Spelling, & Handwriting		4	4	4	4												16	
			Punctuation, Capitalization, & Spelling								2	2	2	2	2	2	2	2	2	10
			Citing Sources									1	1	1	3	2	2	2	2	17
		<b>5 Rhetoric</b> —Use rhetorical devices to craft writing appropriate to audience and purpose	Meaning	1	2	1	1	1	2	1	2	1	2	1	1	1	1	1	1	15
			Design	1	1	2	2	1	2	1	2	1	2	1	1	1	1	1	1	15
			Clarity		1	2	2	2	2	2	2	2	2	2	2	1	1	1	1	19
			Voice																	6
			Discussion and Presentation	3	3	4	2	2	2	3	2	2	3	2	2	3	2	2	2	33
	Critical Listening		1	2	1	2	2	2	2	2	2	1	1	1	1	1	1	1	18	
		Delivery	2	1	2	3	4	3	3	3	3	3	2	3	2	2	1	1	32	
		Media Comprehension & Interpretation																	9	
		Meaning	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	14	
		Design	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	13	
	Clarity		1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	
		<b>TOTAL NUMBER OF BENCHMARKS</b>	29	42	36	34	37	36	34	32	33	29	24	22	22	19	19	407		

All standards in the nine content areas (language arts, math, social studies, science, career and technical education, fine arts, health, physical education and world languages) represented in the Hawaii Content and Performance Standards III use a common language and organization. The chart below provides a definition of the key components that are found in the standards. Following that is a description of each of the language arts strands.

**TABLE 1. COMPONENTS OF HCPS III**

<b>Strand</b>	organizes the standards into big ideas
<b>Content Standard</b>	a broad statement of what a student needs to know or be able to do at the end of K-12 schooling
<b>Topic</b>	organizes the benchmarks into related ideas
<b>Grade-Level Benchmark</b>	a specific statement of what a student should know or be able to do at a specific grade level or course
<b>Sample Performance Assessment</b>	a generalized description of how a student can demonstrate significant aspects of the benchmark
<b>Rubric</b>	tool to assess the quality of students' achievement of the standards at the specified taxonomic level

## DESCRIPTION OF THE THREE STRANDS

### Reading

- **Language Arts Standard 1—Conventions and Skills**—*Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes*
- **Language Arts Standard 2—Comprehension**—*Use reading strategies to construct meaning from a variety of texts*
- **Language Arts Standard 3—Literary Response and Analysis**—*Respond to literary texts from a range of stances: personal, interpretive, and critical*

### Conventions and Skills

Language conventions refer to language fundamentals—such as grammar, spelling, punctuation, usage, and syntax. The word *conventions* is used here in a larger sense to refer to early reading skills such as concepts of print, phonemic awareness, alphabetic understanding, and fluency. In addition, conventions and skills refer to vocabulary development that includes an understanding of how words work. Improvements in vocabulary have consistently been linked to improving reading comprehension (Beck, Perfetti & McKeown, 1982; McKeown, Beck, Omanson, Pople, 1985 in Lehr & Osborn). Lastly, readers are expected to locate and use information in a variety of print and non-print

resources. They will use and evaluate these resources as they investigate answers to questions, test hypotheses, and resolve conflicting information.

## Comprehension

A number of widely cited definitions of comprehension abound. Common among these definitions is that comprehension includes constructing meaning from text. The National Reading Panel (NRP) report cites the active nature of reading, which involves interaction between text and reader. (NRP, 2000).

The HCPS III reflect this view of comprehension as a multi-dimensional process that involves the reader interacting with text.

Students are expected to read a variety of texts. When we speak about a variety of texts in the HCPS III document, we group texts into three broad categories. These are: literary texts, informational texts, and functional texts. This is the same type of text grouping that is used in the Reading Framework for the National Assessment of Educational Progress (NAEP). In this grouping system, literary texts refer to texts readers read for a literary experience, for example: poetry, plays, fantasy, fables, realistic fiction, folktales, myths, historical fiction, science fiction, mysteries, short stories, legends, adventure myths, epics, comedy, tragedy, satires, and parodies. Text readers read in order to gain information are referred to as informational texts and include: biographies, autobiographies, reports, newspapers, Internet Web sites, public documents and discourse, essays, articles, editorials, political cartoons, textbooks, technical manuals, primary source historical documents, periodicals, job-related materials, speeches, and online reading. Text read in order to perform a particular task are referred to as functional texts. Examples are: schedules, procedures, pamphlets, announcements, memos, and invitations.

While this document uses these three broad categories to speak about diverse texts, others may divide text into *genre*. *Genre* is a French word that means *type* or *kind*. When text genre is discussed, it is usually divided into two large categories—poetry and prose. “Poetry is compact writing that is both imaginative and artistic. It uses language that is honed to communicate specific meanings by evoking sensory images and feelings and features figurative language, rhythm, and sound patterns,” while prose “employs language in a more elaborated way. The writer of prose informs, shows, describes and explains” (Fountas & Pinnell, 2001, 390). Prose is then further divided into the categories of fiction and non fiction. Fiction is defined as “narrative that is imagined rather than real.” Non fiction is intended to provide factual information through text and visual images. For a comprehensive discussion of the subcategories of fiction and nonfiction please see Fountas and Pinnell (2001, 390-409).

As discussed by Fountas and Pinnell (2001), it is important to remember that, like most classification systems, the one employing genre is not always perfectly able to classify text. For example, *Sadako and the Thousand Paper Cranes* (Coerr, 1977) could be considered historical fiction and fall into the category of fiction. It is also a biography based on a real character and the reader will learn much about the unfortunate effects the bombing of Hiroshima had on many innocent victims. Additionally *Charlotte’s Web* (White, 1952), a

very popular fantasy centering around the friendship of Wilbur the pig and his spider friend Charlotte, also provides the reader with scientific information (Fountas, & Pinnell, 2001). In studying different types of text, what is important is not that each is correctly classified into a particular genre, but that the reader is able to speak about text, is aware of the way different types of information is organized and presented, and—perhaps most importantly—can begin to identify texts that he or she will want to read more often (Fountas & Pinnell, 2001). Students will come to understand how the various texts and structures that authors employ allow them to build meaning in different ways, thus serving different purposes and audiences.

The difference is also significant between the way literary and informational/functional texts are organized. In general, literary texts are often organized as narratives. Narratives have common elements or “story grammar” (Mandler, 1987), which include characters, setting, theme, and plot. Good readers identify these elements easily and use them to make predictions and draw conclusions (Dickson, Simmons & Kame’enui, 1988).

While literary texts usually follow the structure laid out above, one of the special challenges posed by informational and functional texts is that authors use a greater variety of text structures to organize their ideas. The most commonly used structures are shown in Table 2 and will be discussed in greater detail below. Prior to discussing the text structures of informational text, text features need to be examined. Good readers are able to identify text features and can use these to help them understand the information presented. For example, many informational texts contain headings and subheadings. A reader who pays attention to these is able to quickly identify what the subsequent section will be about. Knowing this will often help the reader pay attention to the important information in the section. Common text features are shown in Table 3, which divides the text features into four categories. The first category has to do with the features that help organize text, the second deals with items related to fonts and effects, the third covers graphics such as diagrams and charts, and the fourth refers to illustrations and photographs.

Good readers use text features as well as text structures to assist and deepen their comprehension. As mentioned above, one of the challenges for many readers of informational text is the variety of text structures authors use to organize their ideas. Table 3 lists some common text structures used in informational texts. Readers can be taught to identify signal words that alert them that an author is using a particular text structure. For example, if a student knows that words such as “since,” “this led to,” “due to,” and “consequently” are often used when authors are describing the causes and effects of something, then they can easily spot an author’s intention and hence be better equipped to understand the text as whole. As students learn to recognize common text structures found in informational texts, they can also better monitor their own comprehension. Attempting to identify the structure during reading will help the reader to ask questions about how the information in the text fits into the structure. If the information does not fit into the structure, the reader will be able to reevaluate whether the author is using a particular structure or whether the reader has lost the meaning of the text. This attention to text structure encourages the reader to actively monitor his/her own comprehension.

**Table 2. NON FICTION TEXT STRUCTURES AND SIGNAL WORDS**  
(Adapted from Fountas and Pinnell, 2001)

<b>TEXT STRUCTURE</b>	<b>DEFINITION</b>	<b>SIGNAL WORDS</b>	
Compare/Contrast	Discuss two ideas, events, or phenomena, showing how they are similar and different	in like manner likewise similar to the difference between as opposed to after all	however and yet but nevertheless on the other hand
Cause and Effect	Provide explanations or reasons for phenomena	since because this led to on account of due to as a result of	for this reason consequently then...so... therefore thus
Temporal Sequence	Present ideas or events in the order in which they happen	first, second before after finally then	next meanwhile not long after initially
Question/Answer	Pose questions and answers to the questions	how when what next why who	how many the best estimate it could be that one may conclude
Problem/Solution	Identify problems and pose solutions	one reason for the a solution a problem where	the question is one answer is recommendations
Description /Hierarchical List	Use language to help the reader form images or visualize processes	on over beyond	within descriptive adjectives

**Table 3. TEXT PHYSICAL FEATURES**

(Adapted from Maiers, 2006)

<b>TEXT ORGANIZERS</b>	<b>FONTS AND EFFECTS</b>	<b>GRAPHICS</b>	<b>ILLUSTRATIONS AND PHOTOGRAPHS</b>
index preface table of contents glossary appendix bibliography footnote photo credit title page	titles headings subheadings boldface print italics bullets captions color size labels font size	diagrams cutaways cross sections overlays tables graphs charts word bubbles timelines distribution maps flow charts	illustrations photographs icons visual layout

Since comprehension requires the reader to actively construct meaning from text, it is critical that the reader engages in active reading. One way to help students read actively with all types of text is to teach them to use annotation as they are reading. Annotating text includes, but is not limited to: labeling main ideas; noting supportive details and/or evidence that leads the reader to a conclusion; highlighting important details; noting steps in a process, detailing commonalities and differences; circling key points and evidence to support the points; noting whether the evidence is sufficient; using margins to jot questions and connections to what is already known, and recognizing inferences and the clues and prior knowledge that support them.

### **Literary Response and Analysis**

A variety of literary texts gives students opportunities to engage in ethical and philosophical reflection on the values and beliefs of their own cultures, of other cultures, and of other times and places (*Standards for the English Language Arts*, 1996)

Readers respond to a given text in a variety of ways, drawing on their increasingly sophisticated background knowledge and information and from the text itself to construct an initial understanding, to develop an interpretation and extend a text's meaning, and to examine the meaning so as to respond personally, aesthetically and critically to the text.

When good readers respond to literary text they are able to describe the interaction of literary devices (e.g., characters, setting, plot, theme, conflict, point of view). They compare their experiences to the knowledge and experiences in the text. They think deeply about the text, connecting their prior knowledge to and making inferences about the text. Good readers critique and/or judge the author's craft and think carefully about the author's decisions.

Good readers also come to see written words as both personal and cultural expression. They gain an appreciation of how these words are able to build greater social and cultural understandings. The language arts classroom provides a place for developing and nurturing these understandings.

## Writing

- **Language Arts Standard 4—Conventions & Skills**—*Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.*
- **Language Arts Standard 5—Rhetoric**—*Use rhetorical devices to craft writing appropriate to audience and purpose*

Writers understand that language is governed by conventions that ensure effective communication. Knowledge of conventions is needed to construct text (print and media). Writing conventions include spelling, handwriting, sentence structure, grammar, punctuation, and capitalization. Conventions also refer to the citation formats writers follow when writing critical studies and research papers. They build a community of researchers who show respect for and learn from one another’s work. The writing strand also addresses the wide variety of forms through which humans write. Students need to be given the opportunity and inspiration to write many different kinds of text.

The rhetoric standard in writing deals with the relationship between writers and their audiences. Writers need and want readers. Rhetoric is defined here in its traditional sense of persuasion and effective use of language. It is associated with the writer’s concern for purpose and audience response. Traditional rhetoric concerns include invention, organization, style and delivery. Organization draws on knowledge of genre and structure, and reflects an attempt to clarify the message and tie ideas together. Through style, writers select words and forms to express meaning and apply a personal imprint on texts for specific occasions. In good writing, rhetorical strategies are used to produce writing that has meaning, voice, design, and clarity.

## Oral Communication

- **Language Arts Standard 6— Conventions and Skills**—Apply knowledge of verbal and nonverbal language to communicate effectively in various situations – interpersonal, group, and public—for a variety of purposes.
- **Language Arts Standard 7—Rhetoric**—Adapt messages appropriately to address, audience, purpose and situation

### Conventions and skills

To ensure that students can communicate effectively with a wide range of audiences, they need to learn the language of wider communication— the forms and usage of our language that have commonly been known as “standard” English. It is important in a place as diverse as Hawaii to acknowledge that other varieties of English are neither incorrect nor invalid;

rather, students need to have a command of “standard” English in their repertoire of written and spoken language forms, and to know what language form is appropriate for what situation and to change their language behavior accordingly. (This ability to understand the nuances of different social and textual settings and make appropriate changes is called code-shifting.) Convention in spoken language includes not only “standard” grammar but also proper pronunciation, and the ability to read and respond to non-verbal cues. Delivery reflects the ability to transmit commonly understood verbal codes to enhance understanding.

Conventions and skills also include critical listening and media comprehension and interpretation. Those who listen critically are able to attend to a speaker. They listen without drawing premature conclusions and can reflect on what they have heard. Critical listeners also question and comment on what they hear and view. They are able to evaluate and weigh the evidence for or against a position or an argument. In today’s multi-media culture students face a limitless barrage of print and non print information as they go about their daily lives. The ability to critically evaluate this information is essential.

The multi-media world increasingly inundates people with videogames, television, radio, newspapers, movies, and music. It is essential for teachers to work with students to evaluate the effectiveness and consequences of a wide variety of media techniques. Students need assistance in truly examining the influences media has on the perceptions, beliefs, and attitudes of their culture.

## **Rhetoric**

Rhetoric in oral communication deals with the relationship between speakers and audience just as it deals with the relationship between writers and readers in the writing strand. Like writers, speakers select words and forms to express meanings and apply their personal imprint on speech for specific occasions. In good speaking, like in good writing, rhetorical strategies are used to produce speeches that having meaning, voice, design and clarity. In all communication situations—interpersonal, group, or public—effectiveness is dependent on the use of language to create common understandings.

# THE RELATIONSHIP BETWEEN HAWAII STANDARDS AND NATIONAL STANDARDS

National standards for the English Language Arts are the result of a collaborative effort organized by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). The development of the English Language Arts standards was field-based, involving K-12 classroom teachers in writing, reviewing, and revising the standards document. Parents, legislative leaders, administrators, researchers, and policy analysts were also involved at various stages of the project. In generating the standards document, the IRA and NCTE sought to reflect the different voices and perspectives. The vision that serves as the foundation for the 12 national standards is described here (*The Standards for English Language Arts*, 1996, 3).

The vision guiding these standards is that all students must have opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school, as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

The following table compares the seven Language Arts HCPS III standards to the twelve national standards. There is a close alignment in some instances and more of a relational one in other instances. There are a few national standards that are not addressed at all in the HCPS III.

HAWAII STANDARDS	NATIONAL STANDARDS
Standard 1: READING:—Conventions & Skills—Use knowledge of the conventions and skills of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.  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.

HAWAII STANDARDS	NATIONAL STANDARDS
<p>Standard 2: READING:—Comprehension— Use reading strategies to construct meaning from a variety of texts</p>	<ol style="list-style-type: none"> <li>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and 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.</li> <li>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.</li> <li>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).</li> </ol>
<p>Standard 3: READING—Literary Response &amp; Analysis—Respond to literary texts from a range of stances: personal, interpretive, and critical</p>	<ol style="list-style-type: none"> <li>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and 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.</li> <li>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.</li> <li>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 non-print texts.</li> </ol>

HAWAII STANDARDS	NATIONAL STANDARDS
<p>Standard 4: WRITING:—Conventions &amp; Skills—Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms</p>	<p>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 non-print texts.</p> <p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize information to create and communicate knowledge.</p>
<p>Standard 5: WRITING—Rhetoric—Use rhetorical devices to craft writing appropriate to audience and purpose</p>	<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>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.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>
<p>Standard 6: ORAL COMMUNICATION—Conventions &amp; Skills—Apply knowledge of verbal and nonverbal language to communicate effectively in various situations—interpersonal, group, and public—for a variety of purposes</p>	<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>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.</p> <p>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 non-print texts.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>

<p>Standard 7: ORAL COMMUNICATION— Rhetoric—Adapt messages appropriately to address audience, purpose, and situation</p>	<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>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.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>
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# THE TYPES OF STANDARDS

## CONTENT STANDARDS

The Language Arts standards are derived from the goals of the Language Arts Program and are the centerpiece of the Language Arts Program. They conceptualize how the Language Arts can be framed for assessment and instruction and define what all students should know and be able to do with language.

The Language Arts standards do not prescribe a curriculum but provide clarity of purpose, clear expectations, and a map for schools to develop their own curriculum. The aim of the standards is to assure that all students are provided opportunities to acquire knowledge of written and spoken texts, to develop processes and strategies for comprehending and producing texts, and to learn how to communicate using new electronic technologies and information sources.

Content standards represent a means for organizing the knowledge and skills that constitute the language arts. They serve as a common reference and comprehensive vision for language arts education from kindergarten through graduation. They are a reference point for assessment and curriculum. They are broad statements that do not detail specific content or materials; a curriculum will do that.

## BENCHMARKS

The benchmark is a specific statement about what a student should know or be able to do at a specific grade level or course. The benchmark spells out the knowledge and skills as well as the performance expectation or level of difficulty of the knowledge or skills. This level of difficulty is based on Marzano's New Taxonomy of Educational Objectives (2001). This taxonomy is hierarchical in terms of level of conscious thought that is needed to carry out a process. The first level is *knowledge retrieval*; this involves transferring knowledge from permanent memory to working memory. The second level, *comprehension*, requires the learner to translate the knowledge into an appropriate form for storage. The third level, analysis, involves elaborating on knowledge as it is comprehended; the generation of new knowledge. The fourth level, *knowledge utilization*, requires the learner to apply knowledge to accomplish a specific task. The table below provides further information about Marzano's taxonomic levels of understanding in the cognitive domain.

**Table 4. Marzano’s Taxonomic Levels of Understanding (Cognitive Domain)**

<b>LEVEL 1: KNOWLEDGE RETRIEVAL</b>	
<b>Recognizing</b> <ul style="list-style-type: none"> <li>▪ Select from a list</li> </ul>	The student can identify or recognize features of information, but does not necessarily understand the structure of knowledge or is able to differentiate critical from non-critical components.
<b>Recalling</b> <ul style="list-style-type: none"> <li>▪ Give examples</li> <li>▪ List/Name</li> </ul>	The student can recall information, but does not necessarily understand the structure of knowledge or is able to differentiate critical from non-critical components.
<b>Executing</b> <ul style="list-style-type: none"> <li>▪ Read</li> <li>▪ Perform mathematical operation (by following a set algorithm)</li> </ul>	The student can perform a procedure without significant error but does not necessarily understand how and why the procedure works.
<b>LEVEL 2: COMPREHENSION</b>	
<b>Integrating</b> <ul style="list-style-type: none"> <li>▪ Describe and explain</li> <li>▪ Explain the concept</li> </ul>	The student can identify the basic structure of knowledge and the critical as opposed to non-critical characteristics of that structure.
<b>LEVEL 3: ANALYSIS</b>	
<b>Matching</b> <ul style="list-style-type: none"> <li>▪ Compare/Contrast</li> <li>▪ Differentiate</li> <li>▪ Find what is common among</li> </ul>	The student can identify important similarities and differences in knowledge or skill.
<b>Classifying</b> <ul style="list-style-type: none"> <li>▪ Categorize</li> </ul>	The student can identify superordinate and subordinate categories related to knowledge or skill.
<b>Analyzing Error</b> <ul style="list-style-type: none"> <li>▪ Determine reasonableness of information</li> </ul>	The student can identify errors in presentation or use of knowledge.
<b>Specifying</b> <ul style="list-style-type: none"> <li>▪ Predict</li> <li>▪ Determine what comes next/later</li> </ul>	The student can identify specific applications or logical consequences of knowledge.
<b>LEVEL 4: KNOWLEDGE UTILIZATION</b>	
<b>Decision Making</b> <ul style="list-style-type: none"> <li>▪ Use ___ to determine ___</li> <li>▪ Judge the validity of ___</li> </ul>	The student can use the knowledge to make decisions or the student is able to make decisions about the use of the knowledge.
<b>Problem Solving</b> <ul style="list-style-type: none"> <li>▪ Use ___ to solve</li> </ul>	The student can use the knowledge to solve problems or to solve problems about the knowledge.
<b>Inquiring Experimentally</b> <ul style="list-style-type: none"> <li>▪ Generate/Test hypotheses</li> </ul>	The student can use the knowledge to generate and test hypotheses or to generate and test hypotheses about the knowledge.
<b>Investigating</b> <ul style="list-style-type: none"> <li>▪ Analyze using evidence</li> <li>▪ Investigate</li> </ul>	The student can use the knowledge to conduct investigations or to conduct investigations about the knowledge.

## PERFORMANCE STANDARDS

Not all standards are the same. There are two types of standards: content standards and performance standards. Content standards are fixed goals for learning. They specify what students should know and be able to do. Student performance is measured according to these fixed standards. They represent the knowledge and skills essential to a discipline that students are expected to learn. But content standards do not describe the behaviors expected of students or the degree to which they must perform these behaviors. Performance standards do that.

Performance standards give greater clarity to content standards by describing the acceptable kinds of evidence to show that the content standards have been met. Some say the content standards show you the bar and performance standards tell you how high you have to jump. Examples of student work and commentary on the work are an essential part of the performance standards. The student work provides clear pictures of standards-level work and show teachers, students, and their parents the ways students are expected to demonstrate what they know and can do. In the absence of this information, the standards can, at best, do little more than describe the content of instruction. Without specific examples of student work that show the quality of work expected to meet the standards, quality may vary from classroom to classroom and school to school.

There is little doubt that performance standards will give the present set of content standards and benchmarks greater clarity and usability. Students may be required to perform in ways to which they are not accustomed. Teachers may have to think more critically about their teaching. Instead of asking, “What’s my grade?” students will be asking, “What do I need to do to bring my work up to standard?” Working together, teachers, students, and their parents can bring all of their students to standards.

Setting performance standards requires looking at student work—comparing the work to the content standards, the grade level benchmarks and accompanying rubrics, and judging the student work in light of both. It requires disciplined judgments by teachers in determining whether the student work is at the advanced, proficient, partially proficient or novice level. And it requires looking at all types of student work while acknowledging the diverse ways the benchmarks can be met. The process of developing performance standards is both professionally challenging and carries high stakes. Performance standards are critical to building good standards and using student work as part of the standards is key to making them usable. More importantly, the performance standards define “how good is good enough.” They serve as measures of success, an essential component of a standards-based system in which crucial policy decisions depend upon such measures.

In the next section of this framework, an example of such performance standards will be shared. Student work that is based on an assessment designed to measure student proficiency on a cluster of benchmarks will be presented. This is a sample of what will appear in a companion document to this framework, “The HCPS III Instructional Map.” The instructional map will provide samples of assessment tasks that are related to clusters of

benchmarks that appear on the benchmark maps. The student work will include commentary as well as implications for instruction.

### 3. ASSESSMENT, CURRICULUM, AND INSTRUCTION

#### STANDARDS-BASED ASSESSMENT

In a standards-based system, assessments are critical because they represent the targets for instruction and they focus attention on what is needed for all students to meet standards. Assessment should not be confused with evaluation. Anne Davies (2000, 1) makes the distinction clear.

When we assess, we are gathering information about student learning that informs our teaching and helps students learn more. We may teach differently, based on what we find as we assess. When we evaluate, we decide whether or not students have learned what they needed to learn and how well they have learned it. Evaluation is a process of reviewing the evidence and determining its value.

In standards-based education, assessment is critical to learning because it provides necessary feedback during the learning process so students know how to get better or improve their work. The following is one example of good assessment at work.

Ms. Cathy had been two weeks into her poetry unit when she decided to have her students try their hand at poetry writing. Her initial assignment required her students to brainstorm a list of local foods followed by a discussion of the different smells, tastes, textures and memories of people who were associated with these foods. Each student had to come up with 20 different memories, observations, or descriptions of their favorite food. Students then took their list, web, freewrite, etc. and chose strong images to put into their poem.

From the beginning, the students were expected to write and write and write. They were given feedback (assessment information) throughout the writing. Each student kept a writing folder documenting the kind of feedback that was given, and the changes that were made to the writing. Here is Joe's first draft.

*What's in a Loco Moco you ask?  
An egg stretched over the pillowy  
Nest of hot, steamy rice and a dark  
meaty patty  
smothered in a pool of hot chunky  
gravy.  
Dash it with some pepper and 5 dots of hot  
Tabasco  
And you're all set to enjoy a local treat.*

Ms. Cathy had already been exploring qualities of good writing with her students. Using the qualities as performance criteria, it was easy for Joe and Ms. Cathy to identify an area in need of strengthening—voice. Both teacher and student assessed the first draft and determined that the only real voice of a person behind the poem is in the first and last lines. So Joe went back to the drawing board and revised the first piece of writing, attempting to put more voice in the writing.

Whatsa matta wit you?  
You dunno what one Loco Moco is  
What kine local you?  
Everybody know what one Loco Moco is,  
Hot Steamy rice covered wit one  
Beef patty and one fry egg.  
Top it all off wit some gravy and some  
Pepper, HOO! You got one winna right  
dea.  
BROKE Da Mouth  
Freddy's make um good, only \$1.85 too  
fo us poor buggas.  
So what, now you undastand or I gotta  
explain um again fo you lolo?  
Haw, man!

Joe has made some dramatically different changes because of the purposeful change from standard English to pidgin which he says goes along with his local topic. Joe's self-assessment is that he wants to emulate a voice in his poem that is similar to the voices that he sees in other local poems. A final assessment in the form of an interview is conducted with Joe.

Teacher: What do you like about your poem?  
Joe: It's short and people think it's funny.  
Teacher: What made you change it to a pidgin poem?  
Joe: It sounds more local.  
Teacher: Were you influenced by other poems? Talk about a how you made the change in your drafts.  
Joe: I like reading local poems 'cause they're usually short and they're really funny. I like pidgin poems. I wanted mine to sound like that. I had a chance when we wrote about local food. You said it's not just about the food, so I thought I could write it about someone who wanted to know what a loco moco was.

This example illustrates that assessment is an on-going process that informs teaching and learning in progress. Joe was clear about the criteria and received all kinds of feedback—from the teacher, from peers, and self-assessment—to help him progress from one version of the poem to another.

## **STANDARDS-BASED CURRICULUM**

A curriculum includes the learning experiences and sequence of units that help students achieve standards. That sequence is not linear or fixed, but rather is spiraled and recursive. Wiggins and McTighe (1998, 153) describe what that means.

The spiral image guides the teacher in making the student's experience continually developmental while also enabling the student *from the outset* to encounter what is essential. An explanatory logic is deductive; a spiral logic is inductive...The issue is one of timing, not exclusion. Formal explanations come *after* inquiry, not before (or in place of) inquiry.

The standards acknowledge the spiraling nature of the curriculum, so they should not be confused with or used as a curriculum. The standards are fixed by the Department of Education, but the determination of curriculum is left to teachers. Hansche (1998) describes the relationship between standards and curriculum a bridge, or conduit, between the broad vision of what is important in lay terms and what teachers should teach in their classrooms. The curriculum then becomes an elaborated version of the content standards. For Hansche, content standards and curricula are related tools. Content standards are models, and curricula are the blueprints for building those models. Seen this way, content standards and curricula automatically align.

## **STANDARDS-BASED INSTRUCTION**

Instruction in a standards-based system is designed to help all children achieve standards. The expectation that all students can learn challenging and rigorous content presents a challenge to teachers who must vary instruction in different ways and over different periods of time. To do so requires assessments to obtain information about where students are, instruction adjusted to and informed by that information, and the measurement of student progress by collecting evidence of learning in relation to the standards.

## **INTEGRATING ASSESSMENT, CURRICULUM, AND INSTRUCTION**

There is a system for implementing standards. This system involves the integration of assessment, curriculum and instruction. The system that the Hawaii Department of Education follows is the HCPS III Implementation Process Model, which is a framework that has been adapted from West Ed's Learning from Assessment model. This framework is a series of six steps. The first step in the process asks teachers to identify relevant benchmarks. The teacher decides which benchmarks will be the central focus of their lesson or unit. In the second step, the teacher determines what evidence will show that the students have met the benchmarks. In the third step of the process, the teacher plans the strategies and experiences which will build understanding and help all students meet proficiency. The fourth and fifth

steps require the collection of evidence of student learning. The teacher determines what this evidence indicates about the student’s progress and decides what further instruction or support is needed. Lastly, the teacher evaluates the work and communicates the findings. While the model numbers the steps in the process, it is important to remember that these steps are not always followed in a lock-step fashion. For example, a teacher may work through steps one to five, and as she collects the evidence of student learning (step five) she will likely gain insight that will inform step three (determine learning experiences). In her review of the work, she may notice that many students are not meeting a certain aspect of a particular benchmark. For example, the students may be able to correctly identify a theme in a literary text, but unable to provide appropriate examples from the story of this theme. This will inform step three and the teacher will likely design additional learning experiences designed to help students provide appropriate examples.

### **HCPS III IMPLEMENTATION PROCESS MODEL**

<b>HCPS III Implementation Steps</b>
<b>❶</b> Identify relevant benchmarks.
<b>❷</b> Determine acceptable evidence and criteria.
<b>❸</b> Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do.
<b>❹</b> Teach and collect evidence of student learning.
<b>❺</b> Assess student work to inform instruction or use data to provide feedback.
<b>❻</b> Evaluate student work and make judgment on learning results and communicate findings.
<b>Reteach or repeat the process with the next set of benchmarks.</b>

The table on the next page shows the six-step HCPS III Implementation Process Model. It also shows the state and school support for student success that relates to each step in this model.

## HCPS III IMPLEMENTATION PROCESS MODEL

Implementation Steps	State Support for Student Success	School Support for Student Success
<p><b>1</b> Identify relevant benchmarks. <i>Which benchmarks will be the central focus of the lesson/unit?</i></p>	<p><b>Benchmark Map</b> (<a href="http://standards toolkit.k12.hi.us">http://standards toolkit.k12.hi.us</a>)                      ~ developed by State with input from field                      ~ includes sets of benchmarks clustered around Big Ideas or Major Understandings; clusters mapped out by quarters                      ~ serves as the focal point for other state-developed supporting documents and future standardized course assessments and HSA</p>	<p><b>Curriculum Map</b> [Lotus Notes curriculum mapping program available at no cost (check with your principal)]                      ~ developed by teachers/schools to create a cohesive and articulated curriculum                      ~ aligned to Benchmark Map</p>
<p><b>2</b> Determine acceptable evidence and criteria. <i>What evidence will show that the student has met the standards?</i></p>	<p><b>Instructional Map</b>                      ~ will be developed by OCISS with input from field                      ~ aligned to Benchmark Map                      ~ includes sample assessment tasks and rubrics</p>	<p><b>Curriculum Map (continued)</b>                      ~ includes assessment tasks (may include teacher-developed tasks, or tasks from the Instructional Map, textbook, journals, publications, websites, or other resources)</p>
<p><b>3</b> Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do. <i>What strategies/experiences will build understanding and help all students meet proficiency?</i></p>	<p><b>Instructional Map (continued)</b>                      ~ will include sample instructional strategies to provide opportunities for ALL students to reach proficiency  <b>Instructional Materials Review</b>                      ~ development of Recommended Textbook List that includes resources that support standards-based instruction and assessment</p>	<p><b>Unit/Lesson Plans</b>                      ~ developed by teachers                      ~ aligned to Curriculum Map                      ~ learning experiences may come from a variety of resources: Instructional Map, textbooks, journals, publications, websites, or other resources                      ~ includes plans for formative assessment</p>
<p><b>4</b> Teach and collect evidence of student learning. <b>5</b> Assess student work to inform instruction or use data to provide feedback. <i>What does the evidence indicate about the student's progress? What further instruction or support is needed?</i></p>	<p><b>Instructional Map (continued)</b>                      ~ will eventually include student work (exemplars) for the tasks that are provided</p>	<p><b>Formative Assessments (from Step #3)</b>                      ~ used to guide instruction and inform students of their progress  <b>Summative Assessments (from Step #2)</b>                      ~ used to assess student's level of proficiency after the student has had a chance to learn, develop, and improve</p>
<p><b>6</b> Evaluate student work and make judgment on learning results and communicate findings. <i>What do recent assessments indicate about the student's level of proficiency? Reteach or repeat the process with the next set of benchmarks.</i></p>	<p><b>Standardized Course Assessments</b>                      ~ coming soon for high school courses</p>	<p><b>Standards-Based Grading and Reporting</b>                      ~ used to report progress/proficiency of benchmarks that were identified in Step #1</p>

# THE BENCHMARK MAPS

The next section will explore some of the state support tools that have been created to help implement the model. The first support tool is the benchmark map that is described for language arts. Following the description of the benchmark map for language arts is a sample benchmark map for the first quarter of grade 2. Following the grade 2 benchmark map is an assessment task that could be used to assess some of the clustered benchmarks on the map.

## THE BENCHMARK MAP FOR LANGUAGE ARTS

The benchmark map is intended for use with the HCPS III, which establishes four taxonomic levels, or levels of difficulty at which students need to demonstrate proficiency. The taxonomic level is reflected in the benchmarks:

- Level I: Knowledge retrieval (reflected in verbs like *give, list, name*)
- Level II: Comprehension (reflected in verbs like *explain, identify, illustrate*)
- Level III: Analysis (reflected in verbs like *classify, compare, differentiate*)
- Level IV: Knowledge utilization (reflected in verbs like *classify with justification, investigate, use to determine*)

### What is a benchmark map?

A benchmark map suggests a cluster of benchmarks and a possible quarter for teaching and assessing that cluster of benchmarks. The benchmark maps in the language arts consist of two parts:

- **Big Idea(s)/Major Understanding(s):** These are the big generalizations for the topic or content of the language arts. Further elaboration of the big idea(s) or major understanding(s) can be found in the curriculum frameworks. In the Language Arts, these statements also imply the General Learner Outcome(s). Schools with “I Can” statements will find correspondences between the “I Can” statements and these generalizations.
- **The benchmark clusters:** The clusters are suggested groupings of the benchmarks, distributed among the quarters of the year to suggest points for assessing student progress on the benchmarks. The clusters were suggested by department heads and grade level chairpersons who gathered at a series of six meetings between October 25, 2005 and December 1, 2005. These clusters were then examined by state specialists and resource teachers. Specialists and resource teachers checked the clusters to ensure alignment with documents such as the *Curriculum Framework for Beginning Reading* and the *Curriculum Framework for Language Arts*. Suggested clusters were then re-presented to department heads and grade level chairpersons who gathered at a series of seven meetings between May 2, 2006 and May 30, 2006. Feedback was collected and state specialists reviewed the feedback in order to make adjustments to the maps.

## How can the benchmark map be used?

The benchmark map can be used to plan and guide decisions about curriculum. The level of knowledge reflected in the benchmarks guide decisions about the amount of time and practice needed for students to demonstrate proficiency on the benchmark. Benchmark maps should not be used to make decisions about individual students; decisions about individual students should be made by a team using multiple indicators of student strengths and weaknesses. Benchmark maps can also be used to develop assessment tasks. Teachers can use the maps, which often have clusters of benchmarks that could naturally be assessed together.

Below is a sample benchmark map for the first quarter of grade 2. Following the map is an example of a summative task that can be used to assess a cluster of the benchmarks on the map.

<b>Grade: 2</b>	<b>Quarter: 1</b>
<b>Big Idea(s)/Major Understanding(s):</b> <i>Students will understand that...</i>	
<ul style="list-style-type: none"><li>• Language processes (reading, writing, listening and speaking) are meaning-making processes that involve thinking, discovering and ordering.</li><li>• Language follows conventions or rules. These rules help ensure effective communication. Knowledge of conventions is needed to comprehend and construct text (print, media, electronic).</li><li>• Suggested Text Focus: Literary</li></ul>	
<b>HCPS III Benchmarks:</b>	
<ul style="list-style-type: none"><li>• LA.2.2.3: Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts</li><li>• LA.2.3.2: Identify the story elements of character, plot, and setting</li><li>• LA.2.3.4: State a personal opinion about a fictional selection</li><li>• LA.2.4.4: Edit writing to correct capitalization:<ul style="list-style-type: none"><li>• proper nouns</li><li>• words at the beginning of sentences</li><li>• days of the week</li><li>• months of the year</li></ul></li><li>• LA.2.5.2: Add details from personal experience to elaborate upon and amplify ideas</li><li>❖ <i>LA.2.1.1: Use advanced phonic elements (e.g. diphthongs, digraphs) special vowel spelling, and word endings when reading</i></li><li>❖ <i>LA.2.1.4: Identify grade-appropriate high-frequency words</i></li><li>❖ <i>LA.2.1.5: Use new grade-appropriate vocabulary introduced in stories and informational texts</i></li><li>❖ <i>LA.2.3.3: Identify basic characteristics of familiar genres (e.g. stories, poems, textbook)</i></li><li>❖ <i>LA. 2.4.1: Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</i><ul style="list-style-type: none"><li>• <i>brief narratives with logical sequencing and some detail</i></li><li>• <i>simple explanations of an event or circumstance</i></li></ul></li><li>❖ <i>LA.2.4.2: Form and use the following grammatical constructions correctly when ending writing:</i><ul style="list-style-type: none"><li>• <i>correct word order when constructing complete sentences</i></li><li>• <i>declarative, interrogative, and exclamatory sentences plural forms of regular nouns</i></li><li>• <i>adjectives</i></li></ul></li><li>❖ <i>LA.2.4.3: Spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns</i></li></ul>	

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|---|
| <ul style="list-style-type: none"><li>❖ <i>LA.2.4.6: Print legibly and space letters, words, and sentences appropriately</i></li><li>❖ <i>LA.2.5.1: Choose and maintain a focus in a single piece of writing</i></li><li>❖ <i>LA.2.6.4: Use appropriate social conventions in various large and small group situations</i></li><li>❖ <i>Italicized benchmarks are taught and assessed in more than one quarter.</i></li></ul> |
|---|

## **DEVELOPING AN ASSESSMENT TASK**

This next section shows a sample assessment task that addresses many of the benchmarks on the Grade 2, Quarter One Benchmark Map. This task is meant to be used as an assessment task at the end of the quarter. In a standards-based classroom, students will have had multiple opportunities to work towards achieving proficiency on these benchmarks prior to being evaluated on such a task. The teacher may have used the Sample Performance Assessments, provided for each benchmark in the HCPS III document, to design formative assessment tasks to use throughout the quarter. Students will have had opportunities to try these tasks and receive descriptive feedback on their performance. They will have had an opportunity to revise their work according to the feedback.

The criteria to judge proficiency for this task are in the rubrics below the task. These rubrics, although based on the rubrics provided in the HCPS III document, are designed to fit this particular task.

### **Sample Instructional Map**

#### ***Brief Description of Task***

- First, students will identify the story elements of character, plot, and setting.
- Then, in a detailed summary, they will explain their connection with a story character, based on previous experience and knowledge.
- Next, students will print, space, and spell grade-appropriate words correctly.
- Finally, students will share their personal connection to a story character in a small group discussion.

#### ***Description of the task for Student***

<p>First, write a short summary of the story you read. Make sure that you identify the characters, plot and setting. Then give your personal opinion of the story. Tell whether the characters or ideas in the story remind you of yourself or someone you know. Include details from the story and your own life in order to explain yourself. Do your best job spelling the words we have learned this year. Print as neatly as you can. After you are done, you will share your personal connection to this story in a small group.</p>
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### ***Benchmarks Addressed***

- LA 2.2.3: Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts
- LA 2.3.2: Identify the story elements of character, plot and setting
- LA 2.3.4: State a personal opinion about a fictional selection
- LA 2.4.3: Spell grade-appropriate high frequency words and words with basic short-vowel, long vowel, and/or consonant-blend patterns
- LA 2.4.6: Print legibly and space letters, words and sentences appropriately
- LA 2.5.1: Choose and maintain a focus in a single piece of writing
- LA 2.5.2: Add details from personal experience to elaborate upon and amplify ideas
- LA 2.6.4: Use appropriate social conventions in various large and small group situations

### ***Resources***

- *Stellaluna* by Janell Cannon
- *Chrysanthemum* by Kevin Henkes
- *Alexander and the Horrible, No Good, Very Bad Day* by Judith Viorst
- *Brave Irene* by William Stieg
- *Curious George* by H.A. Rey
- *The Twits* by Roald Dahl
- *Wilfred Gordon McDonald Partridge* by Mem Fox

### ***Rubric for Tasks***

The rubric on the next page informs students of expected performance levels on this task.

<b>Benchmark</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
LA 2.2.3 Reading Comprehension LA 2.3.4 Literary Response and Analysis LA 2.5.1 Writing: Rhetoric LA 2.5.2 Writing: Rhetoric	Uses relevant and insightful detail to explain a personal connection to a story character. Consistently maintains focus throughout the piece of writing.	Uses relevant detail to explain a personal connection to a story character. Generally maintains focus throughout the piece of writing.	Uses partial or some irrelevant detail to explain a personal connection to a story character. Sometimes maintains focus for some parts of the writing.	Uses irrelevant or no details to explain a personal connection to a story character. Never maintains focus in the writing.
LA 2.3.2 Literary Response and Analysis	Accurately identifies and explains the basic story elements of character, plot, and setting.	In general, accurately identifies the basic story elements of character, plot, and setting.	Somewhat inaccurately identifies the basic story elements of character, plot, and setting.	Inaccurately identifies the basic story elements of character, plot, and setting.
LA 2.4.3 Writing: Conventions and Skills LA 2.4.6 Writing: Conventions and Skills	Neatly and appropriately prints and spaces letters, words, and sentences. Accurate spelling of grade-appropriate words.	Appropriately prints and spaces letters, words, and sentences. Generally accurate spelling of grade-appropriate words.	Sometimes inappropriately prints and spaces letters, words, and sentences. Few significant errors in spelling of grade-appropriate words.	Inaccurately prints and spaces letters, words, and sentences. Significant errors in spelling of grade-appropriate words.
LA 2.6.4 Oral Communication: Convention and Skills	Exceptionally clear (oral) presentation of personal connection to a small group.	Generally clear (oral) presentation of personal connection to a small group.	(Oral) presentation of personal connection to small group lacks clarity.	Unclear (oral) presentation of personal connection to small group.

### ***Work Samples***

The following work samples are taken from the sample assessment task. As part of the task, students are asked, “**Tell whether the characters or ideas in the story remind you of yourself or someone you know. Make sure to include details from the story and your own life in your explanation.**” This part of the task is designed to measure student proficiency in the following benchmarks:

- **Reading: Comprehension—Benchmark LA.2.2.3:** Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts
- **Writing: Rhetoric—Benchmark LA.2.5.2:** Add details from personal experience to elaborate upon and amplify ideas

### Student Sample 1—ADVANCED

*I am just like Wodney Wratt because when I was little I couldn't say my Rs correctly. Wodney also has trouble saying his Rs. I did not like having trouble with my Rs. You wouldn't like it either, it is embarrassing. I had to go to speech therapy. Luckily, it was next door, and my teacher was nice. I worked on my Rs, Shs, Chs and Ls. When I started a new sound, I got to read a book aloud. Rodney would want to go to this kind of speech therapy too.*

#### Commentary

This response is at the advanced level because the student includes relevant and insightful details from both the story and his own life. The student makes the clear connection between a problem he has had and the major problem that the main character struggles with (pronouncing his Rs). He uses clear details to elaborate and explain his connection. (He had to go to speech therapy and work on his Rs, Shs, Chs and Ls.) It is insightful in that he realizes he was lucky to have the help of a speech teacher and infers that Wodney would also like this type of help.

### Student Sample 2—PROFICIENT

*I am just like Wodney Wratt because sometimes I say wrong words to people like brought and they don't understand me at school, at a store or at my house. Wodney Wratt couldn't really say his Rs. Sometimes my friends don't understand me either.*

#### Commentary

This response is at the proficient level. This student states his connection to the story characters. They both have trouble saying words. The student provides us with a detail from the story about Rodney; he has trouble with Rs. He provides details of his own troubles; he struggles with the word brought and people at school, the store and at his house have trouble understanding him. This student maintained focus throughout his writing.

### Student Sample 3—PARTIALLY PROFICIENT

Wodney Wratt is like my nephew because my nephew can't pronounce his Ss and Bs.

#### Commentary

This response is at the partially proficient level. It includes only partial details. That is, the student states that Wodney is like his nephew because his nephew has pronunciation trouble. However, he does not make it explicit to the reader that Wodney also has this same struggle with pronunciation. Therefore, if the reader has not read the story he would not know that this is Wodney's major problem in the story and hence the connection is only partially explained.

**Student Sample 4—NOVICE**

I am mostly like Wodney because I can't remember his name. I don't know why they put a W for Wodney.

**Commentary**

This response is at the novice level because the student does not make a connection to the text. Nor does the student include details from either the story or his own life.

# THE STANDARDS-BASED CLASSROOM

The table below again shows the steps in the HCPS III implementation process model. The adjacent two columns in the chart describe “Good” and “Great” implementation of this model.

## EVIDENCE OF THE HCPS III IMPLEMENTATION PROCESS MODEL

Implementation Steps	Evidence of GOOD Implementation	Evidence of GREAT Implementation
<p>❶ Identify relevant benchmarks.</p>	<p><input type="checkbox"/> Teachers develop curricula based on HCPS III benchmarks</p> <p><input type="checkbox"/> Teachers map out curricula over the year</p>	<p><input type="checkbox"/> Teachers develop curricula that connect HCPS III benchmarks to “big ideas” or universal concepts</p> <p><input type="checkbox"/> Teachers collaboratively map out curricula over the year</p>
<p>❷ Determine acceptable evidence and criteria.</p>	<p><input type="checkbox"/> Teachers design/select assessments (based upon established criteria) that will show evidence of students demonstrating proficiency of the benchmarks at the appropriate taxonomic level</p> <p><input type="checkbox"/> Teachers establish criteria that are related to the expectations of the benchmark(s)</p>	<p><input type="checkbox"/> Teachers collaboratively design/select a <i>variety</i> of assessments at the appropriate taxonomic level (such as performances, projects, essays, selected response, extended response, etc.) that promote transferability of concepts and skills</p> <p><input type="checkbox"/> Teachers collaboratively establish criteria related to the expectations of the benchmark(s) and provide examples that demonstrate the range of proficiency (in the future, teachers reflect on the effectiveness of past tasks and criteria and make necessary adjustments)</p>
<p>❸ Determine <i>learning experiences</i> that will enable students to learn what they need to know and to do.</p>	<p><input type="checkbox"/> Teachers design/select lessons targeting the benchmarks while developing the General Learner Outcomes</p> <p><input type="checkbox"/> Teachers design instruction to accommodate the various levels of learners in our classrooms</p> <p><input type="checkbox"/> Teachers design tasks using a selection of instructional resources (such as trade books, primary sources, textbooks, reference materials, and internet sites) that enable students to develop proficiency of the targeted benchmark(s)</p>	<p><input type="checkbox"/> Teachers design/select rigorous and relevant learning experiences that provide meaningful contexts for developing proficiency of the benchmarks and demonstrating the General Learner Outcomes</p> <p><input type="checkbox"/> Teachers design instruction that scaffolds and extends learning for all students</p> <p><input type="checkbox"/> Teachers strategically design tasks that incorporate instructional resources to support a range of learners to develop proficiency of the targeted benchmark(s)</p>
<p>❹ Teach and collect evidence of student learning.</p> <p>❺ Assess student work to inform instruction or use data to provide feedback.</p>	<p><input type="checkbox"/> Teachers implement the planned lessons and assessments</p> <p><input type="checkbox"/> Teachers use formative assessment to inform instruction</p> <p><input type="checkbox"/> Teachers provide appropriate feedback to help students gauge their progress and provide opportunities to reach proficiency</p>	<p><input type="checkbox"/> Teachers use observable student responses to adjust lessons as they teach</p> <p><input type="checkbox"/> Teachers collaborate on how the established criteria is applied to judge proficiency of student work</p> <p><input type="checkbox"/> Teachers involve students in the assessment process to reflect on their progress toward proficiency of the benchmarks</p>
<p>❻ Evaluate student work and make judgment on learning results and communicate findings.</p>	<p><input type="checkbox"/> Teachers judge students’ overall proficiency of the benchmark(s) using a variety of assessments (considering the most recent evidence and a preponderance of evidence; <u>not an average</u> of all assessments) based on shared criteria</p> <p><input type="checkbox"/> Teachers communicate students’ achievement of the benchmarks via the report card</p>	<p><input type="checkbox"/> Teachers collaborate to validate each other’s judgment of students’ overall proficiency of the benchmark(s)</p> <p><input type="checkbox"/> Teachers use opportunities beyond the report card to communicate achievement and progress to parents and students</p>

Setting standards alone will not bring about improved student learning, nor will it transform teaching and learning. The standards have to be used. Teaching and learning have to focus on standards.

## **LANGUAGE ARTS AS A TOOL FOR LEARNING IN THE CONTENT AREAS**

Language is, of course, already integrated into the language component of every content area. Traditionally, students read to get information and write or orally present information gained. However, when the language arts standards are purposefully addressed in the content areas, the language arts components of reading, writing, speaking, and listening become tools for learning; they support students in the process of learning content information. Students learn to think about ideas they receive, to confer with one another about those ideas, to make a record of their discoveries and understandings, and to communicate those ideas using reading, writing, speaking, and listening.

## **READING, WRITING, AND SPEAKING ACROSS THE CONTENT AREAS**

Reading, writing, and speaking are thinking processes for making meaning. Using these processes, we discover, recall, organize, connect, classify, generalize, evaluate, and communicate. These processes require the user's active engagement; one is thinking while reading, writing, and speaking. The reciprocal nature of the processes contributes to that active engagement. As readers read, they bring background knowledge to bear on the content of the reading; new information gained in the reading may change or add to that background knowledge. Writers focus on a topic; as they write, they stimulate thinking about the topic. Speakers watch for and listen to feedback from the listener; they adjust their thinking and delivery according to that feedback. This active interplay of language and thinking during these processes makes them tools for thinking and learning in all content areas.

Students are no longer viewed as empty vessels into which information is poured. Instead, students must be actively involved in constructing their learning. Each student is on an individual journey of learning. Each must understand how he or she best learns in order to take responsibility for his/her own learning. Teachers create learning episodes that require students to actively manipulate content information. For example, students analyze an environmental problem, hypothesize about a cause or solution, and then research to test the hypothesis. The research may include interviewing an expert in the field or a resident who is affected by the problem. Through this process, students learn the concepts of the science curriculum. The pondering, hypothesizing, discovering, and synthesizing make the learning episode "real" and enable students to understand content information by using it. Through the process, students make the learning their own and are better able to retain the

information. Most importantly, they come to see themselves as learners and to understand the tools and processes that work best for them (GLO 1).

### **An Example: Reading, Writing, and Speaking in Science**

Reading, writing, and speaking traditionally have been viewed as communicative skills. However, as processing tools, they are effective for scaffolding the thinking and learning that go on between a teacher’s initial “assignment” and the student’s final product.

In the following example (adapted from Spandel, 2001), a second grade teacher uses reading, writing, and speaking to introduce scientific inquiry based on students’ wonderings about the world around them.

Connor comes into the classroom before the morning bell and sees that today the teacher has provided a writing prompt on the screen: “The (insect) I will never forget.” He takes out his journal and begins to freewrite about the time a black lizard came out of the toy truck he had left on his grandmother’s patio.

During the science period, Ms. Teacher asks students to share what they have written in their journals. Classmates have written about cockroaches, spiders, ants, flies, mosquitoes. Some have written about snakes and frogs. Someone tells Connor that a lizard is not an insect. And, of course, he wants to know who is right.

The teacher begins to list student questions on chart paper. Connor adds his question—“Is a lizard an insect?”

The teacher groups the students into inquiry groups, making sure students who have contributed questions are in the groups that will pursue information that will answer those questions. Connor is assigned to the group that will define “insect.”

The teacher then brings out a crate of materials. There are colorful books about all kinds of insects. There are also poems and short stories with insect characters set in their

*Ms. Teacher is starting a unit on insects. Here she uses the daily journal writing for several purposes: 1) to link students with their previous experiences, 2) to get them ready for the science period ahead, and 3) to find out what they already understand about insects.*

*The teacher wants to hear what students already know about insects. She has some topic categories in mind, but she is ready to change or adjust them depending on what she learns from the students’ sharing. (She also notices the seed ideas for writing that have come up. She will refer students to these seed ideas during the writing workshop period.)*

*Here, the teacher taps into students’ own questions. She knows when Connor calls out the question and sees it recorded on the chart that he will feel it is an important question, which will focus his search when she brings out the crate of material. She resists answering his question.*

*In this way the teacher focuses the groups to find information that will contribute to the learning of the whole class.*

*Here students construct their own understandings. Connor is not handed a definition. He constructs his definition by reading, looking at illustrations, observing specimens, and talking with his group members.*

environments. There are plastic models of several insects. There are even a couple of jars with live specimens.

The teacher thinks students may be able to web their ideas and offers it as a possibility for taking notes. She creates examples with the students using topics students know well, e.g., TV programs, snacks, toys.

For several days during science period students take notes on the information they find.

Groups meet to confer about what they have learned.

The teacher presents the form for a “How to be a \_\_\_\_\_” poem. She shares “How to be a Dolphin” poems from previous classes and emphasizes that the information included should be significant. She also encourages students to use the new words they have learned from their research.

During writing workshop the students take their poems through the writing process. They draft, get feedback in peer response groups, revise, and edit.

Students publish their work by reading their poems to their classmates. The teacher compiles the work in a book.

Students write reflections about what they learned:

- How did you go about learning about your topic?
- Which resource was most informative?
- What is one thing you know now about

*Here the teacher gives students a tool for recording information. In the next few days, she will read from some of the resources and record key ideas and words on charts that will remain on the walls.*

*Writing is used not only to record what is being learned but also to formulate ideas. As Connor begins to notice the similarities among the creatures included in these resources, he sees that lizards are not included. The teacher encourages him to include the names of the body parts in his web, and he instantly realizes that a lizard is not an insect, and he knows why.*

*Connor may also test his definition and revise it by talking with group members. One student refers Connor to a particular page in a book that Connor has not yet read.*

*Connor begins to write his poem:*

*How to be an Insect*

*Wear your skeleton on the outside,  
Have three segments—  
Head, Thorax, Abdomen*

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*As the teacher confers with individual students about their writing, she also makes sure the information about insects included in their poems is accurate. When there is a question, she refers the writer to a resource in the room.*

*The teacher knows that “going public” makes students put more effort into their work because they take pride in their work.*

*The teacher values reflection as a way to empower the learner. As she is teaching her students to reflect on their learning, she tries different questions. She is trying to figure out how to make this concept of reflection work for her young students.*

insects that you did not know before we studied them?	
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## **Instructional implications: Reading, Writing, Speaking, and Listening**

This example illustrates some basic guidelines when using reading, writing, speaking, and listening as tools for content area learning at any grade level.

- Use writing to tap into previous knowledge and experience and to get students' minds ready for the content learning ahead.
- Collect students' questions. Or pose a question that will stimulate discussion and inquiry, e.g., "Would you like to be able to order the color of your baby's eyes?" This will lead to ethical questions relating to biotechnology.
- Offer a variety of resources, including reading that is typical of the discipline or content area, e.g., lab reports, professional articles, editorials, "how to" texts. The reading selections serve double duty. They provide content information and models for writing.
- Use models. They are important for students, who need to see examples of the writing they are expected to do.
- Give students time to talk. Talking helps them formulate, test, and then revise their ideas. Help students focus on the topic they will discuss by having them record their ideas first.
- Always have students write again after discussions. The purpose is to add to or revise the ideas with information gleaned from discussion. (There is a basic flow. The student thinks and writes on his/her own, takes his/her ideas to a group discussion, and comes back to think and write by himself/herself.)
- Use the journal, a good tool for making the learning journey visible to the student and the teacher. The student can see and assess his/her developing ideas. The journal becomes a visible record of his/her engaging in complex thinking and taking responsibility for his/her own learning (GLOs 1 and 3). The teacher can assess and give that little nudge to the student who has almost gotten the solution to a math problem, for instance, or create an intervention for the student who seems to be missing a key concept.
- Have students assess their own learning by writing a reflection on the processes in which they engaged.

## **CONVENTIONS AND SKILLS IN THE CONTENT AREAS**

These standards focus on the rules that govern the use of language. "Conventions and skills" refer to grammar, spelling, punctuation, usage, and syntax. In the content areas, though, they also refer to the language, syntax, and forms unique to that content area. Students are expected to know and use content vocabulary appropriately. When writing, they are expected to use the syntactical structures that are appropriate for the discipline. Indeed, being able to do so can be seen as an indication of learning and understanding content information. When speaking, students are expected to adjust their dialect to grade

appropriate audiences, purpose and situations. They should have command of “standard” English and grammar and be able to respond to verbal and non verbal cues in order to communicate effectively in various situations. When reading, students are expected to locate and use information in a variety of print and non-print resources. They are expected to critically evaluate these sources of information as they investigate answers to their questions.

“Conventions” also refers to the text forms required by the content area. For instance, students are asked to write lab reports for science classes. These reports should include certain parts: the background of the problem, the hypothesis, the experimental design including materials and procedure, data collection, a conclusion, and a summary of concerns, further questions, and perhaps another hypothesis. Teachers spend much time getting students to understand the purpose and function of each part because readers expect these parts to be in place. Knowing what to expect in a text enables readers to engage in the text and to follow the development of ideas presented. Previous experience with similar text sets up these expectations and, if they are not met, there is interference when reading. Conventions also include required citation formats.

By reading and analyzing many examples of lab reports, students gain an understanding of model lab report. They become critical readers who are able to judge the quality of the work and writing in these examples. In this way, they become critical of their own work (GLO 4).

### **Instructional implications: Conventions and Skills**

Using conventions properly is regarded as part of rhetoric since it is one of the qualities of good writing. As such, instruction for it will be covered in the following section.

## **COMPREHENDING A VARIETY OF CONTENT AREA TEXTS**

Today, people have access to information that is not only growing but also changing at an exponential rate. The Language Arts standards go beyond literary texts and cover informational and functional texts as well. They address the need for students to be able to not only access that information but to appreciate, to purposefully use, and to critically judge it. These are concerns of every content area. In science, for instance, students read about advances in genetic engineering, including articles about ethical issues relating to those advances and even a science fiction story that builds on that advancement. In social studies students read current newspaper articles, editorials, and nonfiction books challenging a traditional perspective. And, in all content areas, students must work with technology: the information it allows students to access, the operations it enables them to perform, and the considerations required for its ethical use.

### **Instructional implications: A Variety of Text**

A range of resources is necessary if students are to “engage in complex thinking and problem solving” (GLO 3). Textbooks often have pre-determined perspectives or interpretations, and the discussion questions are often designed to lead to those destinations. Therefore, they do

not stimulate authentic questioning, inquiry, and discussion. They must be considered only one resource and not the definitive one. For instance, when studying the Holocaust, groups of students can be assigned to topics generated from their own questions as well as the teacher's questions: Germany and anti-Semitic laws, concentration camps, non-Jews in concentration camps, the Warsaw Ghetto uprising, resistance and escape, protests, and rescues. Each group would start its inquiry with a folder of relevant primary and secondary historical documents. The folders could include newspaper clippings from the period, translations of official German documents, interviews, photographs, maps, diaries, flow charts, and medical charts on causes of death. Students may be required to find more information in order to become experts on their topics. (See Schoenbach, et. al., 1999.)

As group members begin to read and talk about the information, they bring individual backgrounds, values, and beliefs to their readings and group discussions. The range of resources challenges students to become complex thinkers and to work cooperatively to deepen their understanding by tapping into different perspectives. Through the work, a group member begins to understand that he or she has only one perspective and that an individual perspective is enhanced by listening to another group member raise a point the listener missed. Increased understanding can also be gained by listening to, or even engaging in, a little argument about a position. Or by pondering an idea and considering that perhaps it is not as black and white as one originally thought. Students begin to appreciate the part each plays in building the knowledge of the group. In other words, through a lot of cooperative talk, group members understand that people must work together (GLO 2).

## **LITERARY RESPONSE & ANALYSIS AND RHETORIC IN THE CONTENT AREAS**

These standards deal with the relationship between the writer and the reader and between the speaker and the listener. Readers and listeners have expectations. They expect texts to have ideas that are worth their time. They want those ideas organized so the ideas flow from one to the next. They want to know that the writer or speaker cares about the subject and is committed to the ideas being presented. They want language that is fresh and clear. And they want the text to be clean and free of errors in conventions and usage.

While these basic qualities are valued in every content area, each takes on a different emphasis depending on the purpose for the writing or speaking and on the audience being addressed. For instance, when the purpose is to convey a personal story and the audience is close and known, voice is personal and friendly. The writer can make some assumptions about what the audience knows. However, in a lab report, the purpose is to report procedures and information precisely, oftentimes in order that the experiment can be replicated. The audience is far removed from the writer. The voice must be objective, but it must also be assured, so readers will have confidence in the validity and reliability of the work.

## **Instructional implications: Literacy Response & Analysis and Rhetoric**

Reading and writing are two sides of the same coin. When reading, we derive meaning from text; when writing, we express meaning in text. The qualities we look for when reading are the exact qualities we work toward when writing. In the content areas, students need to respond critically not only to the information that is presented but also to how it is presented. For instance, when reading a persuasive essay, students need to determine whether the writer has provided a clear viewpoint, whether the supporting ideas are fully developed with significant details, and whether consideration has been given to other positions. They should also note how these parts are organized in the paper. In this way, texts that students read become models for their writing.

While models are important, the writing process is important as well. Writing needs to be taken through a process if it is to be good. Generally, the process includes time to draft, to get feedback, to revise, and to edit. With the need to cover more and more content, the classroom teacher may neglect this critical process. Writing is a representation of thinking. When a student wrestles with writing, he/she is really wrestling with the concepts and ideas of the content. In fact, when conferring with the student, the teacher may be best advised to start with making sure the student understands the content. Again, writing and talking about the content and the writing become processes that improve learning. And the processes enable students to work toward quality products (GLO 4).

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# GLOSSARY

## READING AND LITERATURE

**comprehension processes**—Reading is a series of recursive processes with readers rereading earlier sections in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, or skimming through text to search for particular ideas or answers to their own questions. Self-improving readers use a variety of strategies within these processes to construct meaning. Such strategies include rereading, cross-checking for accuracy, reading ahead for more information, asking questions, summarizing. When their reading is going well, students are working successfully at maintaining meaning. When they come to words and ideas they don't know or understand, they have strategies to self-correct.

**constructing meaning**—Good readers work at constructing meaning. During the construction of meaning, ideas are matched with experience and related to each other. The known and new are bridged or integrated. As a result of reading, new ideas are formed and existing ideas are revised or expanded. What is known is fine-tuned and used to solve a problem, create a product, or redirected for further study.

**critical response**—A critical response requires readers to stand apart from the text and consider it objectively. It involves a range of tasks—to examine, evaluate, reorganize, or analyze the text itself. In a critical response, readers are asked specifically to inspect the text and to think critically about the author's craft and the author's perspective and ideas. Questions that invite discussions about the author's craft and message include: How does the author move the main idea or theme along? How does the author's word choice and writing style increase the impact of the story? Were there any specific passages that you found strong or weak? How would the story change if the author had changed a character in the book?

**determining importance**—Reading for specific information, selecting the most important information, highlighting essential ideas, and isolating supporting details are involved in determining importance. Good readers know how to sift and sort through information and make conscious decisions about what needs to be remembered and what does not. Determining importance in text is critical to constructing meaning and inferring or connecting ideas to global ideas and themes. In the process of identifying key ideas, students develop the understanding that there are often several important ideas in text rather than a single main idea.

**genre**—The main literary genres are fiction, nonfiction, poetry, and drama. Fiction includes realistic fiction, historical fiction, fantasy, science fiction, and traditional literature, which itself includes folktales, fables, myths, legends. Nonfiction includes biographies and informational books in science, social studies, history, etc.

**goal setting**—Readers without a guiding framework—goal or purpose—often lack a focus for their reading. Because they don't know what to look for, all facts and ideas seem equally important. Good readers, on the other hand, read with a set of questions or purpose in mind,

and they read to get those questions answered. They know what they intend to do with the information and ideas once they've found them. Purpose motivates and directs reading behaviors and keeps readers engaged. How readers read will depend to a great extent on their purposes for reading.

**initial understanding**—Forming an initial understanding requires readers to provide a first impression, global understanding, or unexamined view of what they have read. It involves considering the text as a whole and in a cursory manner. Initial understanding might include a general view of what the story or poem is about or what an article generally tells the reader; an unexamined understanding of theme, character or story; a literal understanding of the concepts or information on a topic. The important thing to convey to students is that this is an initial response, not a final one. Students who tend to make up their minds early and stay with their first ideas about a work are cutting themselves off from the ideas offered by others as well as their own interpretation and analysis. Readers go beyond initial understanding when they begin to reconsider their initial thoughts and take into account multiple interpretations and differing perspectives of the text.

**personal response**—A personal response requires readers to connect knowledge from the text with their own background knowledge of the subject and of texts. The focus here is on how the reader relates the information from the story to his/her own ideas, experiences, feelings, and knowledge. Personal responses give students a way to incorporate ideas from other sources into what they are reading. It is not sufficient, however, for students to simply relate their own life experiences; they must also make clear, plausible connections to the text. In a personal response, the student connects the text to his/her own life and back to the text. It is not sufficient for students to emote about a statement they cannot support with information from the text. Questions that elicit personal response include these: How did a particular character change your ideas about \_\_\_? How is this story like or different from your personal experience? What does this story say to you? How did reading this change or confirm your understanding of human nature? How are the characters the same or different from people you know? What from your personal experience can you relate to what you are reading?

**phonemic awareness**—Phonemic awareness is the facility of the reader to recognize and manipulate the sounds of oral speech. A phoneme is the smallest unit of sound. A reader who possesses phonemic awareness can segment sounds in words and blend strings of isolated sounds to form recognizable words. If readers know that speech is made up of a sequence of sounds, they will be better able to understand that it is those units of sound that are represented by the symbols on a page. Printed symbols may appear arbitrary to readers who lack phonemic awareness. Phonemic awareness is not phonics. Phonemic awareness is about spoken language. Children who are phonemically aware can tell that “bat” is the word the teacher is representing by saying the three separate sounds in the word “b-a-t.” They can tell all the sounds in the spoken word “dog.” They can tell that if you take the last letter from “cart” you have “car.”

**phonics**—Phonics is the knowledge of letter sounds, that is, knowing the relationship between printed letters and combinations of letters, on the one hand, and specific sounds.

Children show knowledge of phonics when they can tell which letter makes the first sound in “bat” or “dog” or the last sound in “car” or “cart.”

**phonological awareness**—Phonological awareness is an oral language competency and is not the same as phonics, which is knowledge of letter sounds or the ability to decode printed words. A reader who lacks sensitivity to sounds in spoken words will have difficulty grasping the idea that letters in printed words represents the sounds in spoken words. Awareness of sounds is not required for its own sake, but rather for its role in understanding the connection between sounds and letters.

**questioning**—Questions clarify confusion, motivate reading, stimulate deeper thinking, and promote understanding. There is a direct relationship between questioning and understanding—the more we know, the more we wonder. Wondering spawns questions that propel deeper understanding and further learning.

**reader response**—Reader response is a theory on reading that acknowledges that reading is a transaction between the reader and the text and that, in this interaction, each is shaped by the other. Readers draw upon their background knowledge to construct a new meaning, and this new meaning is the literary work. In other words, literature is not simply a matter of text, but of the meaning that readers construct from text and their own background knowledge.

**self-monitoring**—Self-monitoring and self-correcting are reading behaviors that start in the early years. Good readers know when they don’t understand what they have read and can search for clues within the text and prior knowledge to remedy their lack of understanding. They can examine the relationship between what was read in an early part of the text and what was read in later parts, then figure out how these parts make sense together.

**sight words**—Sight words are words that are recognized automatically and have been memorized. These words are identified without word decoding strategies. To read fluently, readers must have a bank of sight words (e.g., of, at, it, I, the) they can recognize automatically.

**spelling-sound patterns**—The English language is not always decodable letter by letter, but instead requires attention to letter patterns within words. For example, a reader who tries to decode “nation” letter by letter will end up with “nay-tie-on” instead of the correct word. The child who recognizes and knows “tion” as a unit will probably decode the word correctly. Because of the irregularity of spelling, word recognition must extend beyond individual letter-sound correspondences to spelling-sound patterns.

**strategies**—Strategies are the thinking, problem-solving mental processes that the reader deliberately uses to construct meaning. Because we cannot see a reader’s thinking, we infer it by observing reading behaviors. While we teach specific strategies and how to integrate multiple strategies, good readers use their own “in head” strategies to construct meaning.

**synthesis**—Synthesis happens when elements are brought together into a cohesive whole. In reading, synthesis happens when the reader taps his or her knowledge and experience base

and constructs meaning as he or she encounters new ideas and information when reading. Synthesizing requires the reader to think about what was read, share thoughts and perspectives with others, and use new information to enhance his or her evolving understanding and construction of meaning. It also requires the reader to integrate the author's words and thoughts with his/her own. When reading nonfiction, synthesizing helps the reader pull all the information together to form a particular viewpoint. As new information is gleaned from the text, the reader may change his or her thinking. A true synthesis is achieved when a new perspective or thought is developed from the reading.

## WRITING

**composing process**—Also known as the “writing process,” the composing process includes steps that take the writer from finding an idea to write about to publishing a final piece. The general flow of the process involves:

- **Prewriting**—During this step the writer works at finding a topic or perspective to develop in a piece of writing. This stage may be ongoing when the writer keeps notes of observations, snatches of conversations, questions and curiosities in a writer's notebook or journal. Or the step may involve a single activity such as brainstorming ideas on a topic introduced to the writer or webbing possible related ideas.
- **Drafting**—During this step the writer gets his ideas down on paper. Drafting helps writers develop their ideas. Depending on how developed his/her ideas are, the writing, during this stage, will run the range of being undeveloped and disorganized to fairly well developed and organized.
- **Revising**—During this step, the writer goes over a draft, making changes especially in meaning and form and structure. Revision techniques include adding, elaborating, deleting, combining and rearranging text. Revising cannot be separated from drafting because a writer often revises while drafting and drafts while revising a piece of the text.
- **Editing**—When the draft has been revised, the writer goes on to editing for standard conventions, punctuation, varied sentence structure, and appropriate word choice.
- **Publishing**—During this step the writer presents his or her piece to a wider audience. This may be in a class anthology, on a bulletin board display, or at a reading. While all classroom writing may not go through the entire composing process, publishing some work helps students appreciate the process and the qualities of good writing.

The steps are not lock-step or distinct. They are fluid and recursive, and writers adjust them according to the piece they are writing. Sometimes all the steps are not necessary. Sometimes writers get stuck, for example, in the drafting step, taking much time to discover and develop what it is they are trying to communicate. It is also important to remember that these steps are general; individual writers may have different processes.

**form and structure**—Form and structure or design are the framework that showcase the writer's meaning and move the reader through the writing. Writers organize and structure

their ideas throughout the writing process. When a piece of writing is well constructed, the ideas are linked naturally and firmly, leading the reader from one idea to the next. Murray (1982) says, to some extent, form is the meaning of a piece of writing:

A lyric poem says that there is a song to be sung. An argument implies argument; a proposal means there is something to propose. *Opinion*. *Report*. Such words contain their own design, and that design is an expression of what they mean. A story, for example, implies a beginning, a middle, and an end, and characters, place, and dramatic action between the characters that grows out of the past and ignites a change.

Form and structure give the writing coherence by “bringing together those things which belong together, and leaving out those other elements, no matter how interesting, that do not belong in this particular piece of writing” (Murray, 1982). In strong writing, all parts fit together, achieving interrelatedness and proportion. The particular “working” of all parts gives the writing its intended power.

**meaning**—Meaning is “the insight,” “the understanding behind the words.” Murray (1987) says that meaning is sometimes revealed by applying the “so what” test. In a good piece of writing, that question has to be answered.

Strong writing adds up to something insightful. It says something true and important, unique and powerful; something of substance that enriches our experience. Fletcher (1993) says, “Before style, before technique, we are drawn to writing that challenges our intellect. We demand pages and paragraphs and sentences that make us think. Readers are selfish: We insist on being enriched by whatever we read”.

Developing writers often write what they know about, but their writing does not build to significant insight. The reader often has to guess at the aim of the writing. And if the message of the writing is clear, ideas tend to be more ordinary than insightful.

For inexperienced writers, meaning often consists of a collection of thoughts, observations, or statements of events that don’t add up to anything. Everything is as important as everything else. The reader has a hard time figuring out what is critical.

**language**—Language brings writing to life and captures the reader’s imagination. Ralph Fletcher says that language is what makes you “sit up straight when you’re reading.” A. E. Houseman says, “I do not choose the right word. I get rid of the wrong one.”

Writers should read their writing aloud and listen to the rhythm of the language. Do they like what they hear? Does it make them sit up and take notice or are they lulled to sleep by the sing-song sameness of the sentence pattern? Writers who read a lot notice that they develop a feeling for sentences that some people call “sentence sense.” It’s that sense that there’s more than one way to say a thing, and some ways just sound better than others.

In some strong writing, language is precise, engaging, and natural. It allows the writer to say what he/she wants to say—not just come close but nail it right on the head. Rich language helps the writer to get the richness of an idea or thought onto the paper. This is the essence of good word choice.

**rhetorical devices**—Any of the techniques used by writers to communicate meaning or to persuade an audience. Rhetorical devices range from word- or sentence-level techniques such as the use of metaphor or apostrophe (direct address to a reader) to techniques that shape an entire piece, such as irony or extended analogy. Rhetoric concerns itself with the discovering of ideas, organization, style, and delivery. (NCTE, 1996)

**voice**—Voice is the imprint of a writer, the writer revealed. Voice is the character of the writer, the point of view of the writer towards the subject, the caring of the writer, the honesty of the writer.

Writing with voice compels the reader to pay attention. It speaks with conviction directly to the reader. The reader senses a writer who wants to be read and who is engaged in the text. Inexperienced writers are often half-hidden behind their words. Their voices are guarded. Perhaps they are not fully committed or engaged in their writing. Or their use of flat language and safe generalities gives their writing a wooden or lifeless sound; it is hard to “hear.” The result is that readers feel distanced from the writing. They are neither moved nor convinced.

## ORAL COMMUNICATION

**audience**—Communication is directed to someone. That someone is referred to as “audience.” The audience can encompass a wide spectrum—from the self or inner person to a more generalized or even unknown audience. The more remote the audience, the greater the demands on the speaker to use explicit language. Reception of the message is easier to ensure with known audiences than with unknown audiences because understanding is partly derived from the relationship of the parties involved.

**communication process**—Oral communication can be defined as the interaction that takes place between two or more people. Shared meanings are derived through that interaction. The communication process is a two-way process consisting of a series of exchanges of information to clarify meaning and create common understanding. In this process, both speaker and listener are constantly changing roles and modifying messages based on what has been said. Effective communication, then, is not the responsibility of any one party. It is based on and affected by the relationship and quality of interaction among all parties involved.

The communication process is not unlike reading and writing processes. All processes involve the use of prior knowledge and strategies for understanding and constructing meaning. Each requires skill in using language in appropriate and conventional ways. Each process is recursive. Writing requires writing, looking back, and rewriting. Reading requires

looking ahead and rereading earlier sections in light of later ones. In a similar vein, speakers rely on the give-and-take or talk that takes them back to ideas for clarification and modification. In all cases, readers, writers, and speakers recognize when difficulties in understanding and meaning-making occur, and pause, review, reflect, and analyze before and as they proceed.

**context**—There are many factors in a communication situation that govern what is said and what is not said. Effective communicators are able to assess these factors and put appropriate communication strategies to work in order to get the message across accurately and appropriately.

**conventions**—Language includes phonology (sounds of the language), semantics (meanings of words), and grammar (the ways words and sentences are put together). In speech, communication can be affected if sounds are not clearly articulated, if the saying of a word—pronunciation—is not acceptable to another’s language community, if communicators are using different grammatical rules. With regard to the use of standard English, most people agree that facility with the standard dialect is necessary for students’ job access and social acceptability in the mainstream society. And most would recognize that new settings and different communication expectations require pragmatic behaviors. Survival and success mean figuring out what is expected in a communication situation and effectively carrying out the appropriate communication behaviors.

**feedback**—Feedback is a message sent in response to another message. Feedback may be verbal (e.g., a response, question) or nonverbal (e.g., smile, puzzled facial expression, nodding head). Feedback conveys what the other person is getting out of the communication exchange. It is information that allows each communicator to assess whether his/her message is getting across and signals whether communication needs to be clarified, adjusted, continued, corrected, changed, or stopped. Feedback optimizes common understanding.

**purpose**—Purpose shapes communication. What we say and how we say it are determined to a large extent by purpose. We communicate to *express* or *respond to feelings* and *attitudes*. *Informing* refers to giving and receiving information and involves stating information, explaining, questioning, answering, justifying, and demonstrating. *Controlling* (e.g., persuading, convincing) refers to the purpose of influencing the behaviors and attitudes of others. *Persuasive* communication involves arguing, negotiating, bargaining, convincing, justifying, and rejecting. *Imagining* (e.g., entertaining) includes creative behaviors like storytelling, role-playing, fantasizing, dramatizing, theorizing, and hypothesizing. Communicating in acceptable ways include turn-taking in conversation and other socially and culturally appropriate communication behaviors.

**rhetoric**—The range of students’ behaviors must include the abilities to develop and adjust ideas based on feedback, to select and structure ideas within the frame of experience of the listener, to use language that is appropriate and accurate and which enhances the ideas to be communicated, to use appropriate nonverbal language, and to use interpersonal skills (e.g., feedback, conflict management, ethical behavior) to enhance and facilitate communication.

**setting**—There are several settings. *Intrapersonal* communication refers to the creating, functioning, and evaluating processes which operate the self. Effective communication is closely associated with a useful and realistic perception of self. *Interpersonal* communication involves two or more people engaged directly with one another in a situation that allows all to send messages freely and overtly to one another. *Public* communication, on the other hand, is usually monological, and the roles of listener and speaker are fixed. There is minimal interaction between speaker and listeners; the audience is principally a listening group. Public communication usually takes place in a more formal, constrained, and less familiar setting.

**situation**—Communication situations are categorized as formal, informal, or ceremonial. In *informal* situations communication is highly interpersonal, placing a great emphasis on skills like listening, relating, responding, adapting, and converging. Talk is abbreviated, and vocabulary is utilized on familiar terms. Participants can rely on the communication context and a common frame of reference to furnish meaning. *Formal* situations include public speaking, debates, seminars, lectures, sermons, presentations of report, and meetings. Formal speech is monological in nature and places a great emphasis on the development of content and the appropriate and effective use of language to convey ideas. In formal situations, form, content, and message are significant enough to require preparation prior to delivery. *Ceremonial* situations are ritualistic in tone and artificial in appearance. Ceremonial settings are legal, religious, theatrical, or social in nature. Style preserves the flavor of the ceremonial setting and delivery is often as important, if not more important, than meaning