K-12 English Language Arts Benchmarks (Writing)

By the end of the 5-7 program:

Writing Processes (WP)	Writing Applications (WA)	Writing Conventions (WC)
A. Generate writing topics and establish a purpose appropriate for the audience.	A. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.	A. Use correct spelling conventions.
B. Determine audience and purpose for self-selected and assigned writing tasks.	B. Write responses to literature that extend beyond the summary and support judgments through references to the text.	B. Use conventions of punctuation and capitalization in written work.
C. Clarify ideas for writing assignments by using graphics or other organizers.	C. Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner.	C. Use grammatical structures to effectively communicate ideas in writing.
D. Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.	D. Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations.	
E. Select more effective vocabulary when editing by using a variety of resources and reference materials.	E. Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence.	
F. Edit to improve fluency, grammar and usage.		
G. Apply tools to judge the quality of writing.		
H. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.		

K-12 English Language Arts Benchmarks

By the end of the 5-7 program:

Research (R)	Communication: Oral and Visual (C)	Notes
A. Formulate open-ended research questions suitable for inquiry and investigation and develop a plan for gathering information. B. Locate and summarize important information from multiple sources. C. Organize information in a systematic way. D. Acknowledge quoted and paraphrased information and document sources used. E. Communicate findings orally, visually and in writing or through multimedia.	A. Use effective listening strategies, summarize major ideas and draw logical inferences from presentations and visual media. B. Explain a speaker's point of view and use of persuasive techniques in presentations and visual media. C. Vary language choice and use effective presentation techniques including voice modulation and enunciation. D. Select an organizational structure appropriate to the topic, audience, setting and purpose. E. Present ideas in a logical sequence and use effective introductions and conclusions that guide and inform a listener's understanding of key ideas. F. Give presentations using a variety of delivery methods, visual materials and technology.	

Language Arts activities to be used in conjunction with or independent of the Art Adventures (standards are in parenthesis)
1. Research an artist/interview. (WP- all; WA- C,D; WC- all; R- all; C- A, C-F)
2. Research an art form, an aspect of Greek Mythology, Industrial Revolution, or any other interesting topic found in the art throughout Cleveland.
(WP- all; WA- D; WC- all; R- all; C- D-F)
3. Choose an art work and explain what it says about that time period in Cleveland. (WP- all; WA- D; WC- all; R- all; C- C-F)
4. Critique an artwork. (WP- all; WA- B & E; WC- all; C- C-F)
5. Discuss the similarities and differences between art pieces or between two different artists portrayal of the same topic. (WP- all; WA- D; WC- all; C- C-F)

6. Respond to an art piece by reflecting on **your** feelings and thoughts about it. Then, read about the artist and use the information you find to explain what the piece could have meant to him/her. (WP- B; WA- B & D, WC- all; R- A; C- D-F)

7. Create a story about a piece of art. (WP- all; WA- A; WC- all)

8. Write a persuasive speech or letter to the editor on why art is or is not important to education. (WP- all; WA- C & E; WC- all; R- all)