

Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 5 (700L-1000L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections; and
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Make connections between literary works according to a common theme.*
- *Participate in formal or informal book talk.*
- *Produce a literary response paper.*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Recognize and compare cultural differences within text.*
- *Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*
- *Create a personal response to a selection or experience.*
- *Debate or hold a panel discussion regarding the perspectives in various genres.*
- *Relate personal experiences to materials read using a graphic organizer.*

Standard:	E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
Components:	E1c.1: restates or summarizes information; E1c.2: relates new information to prior knowledge and experience; E1c.3: extends ideas; and E1c.4: makes connections to related topics or information.
Examples:	<i>Examples of activities through which students might produce evidence of reading informational materials include:</i> <ul style="list-style-type: none">• <i>Present information to an audience of peers.</i>• <i>Produce a chapter book on a factual topic using more than one source.</i>• <i>Rewrite video game instructions for a younger reader.</i>• <i>Summarize and expand oral and written presentation using content specific/ technical vocabulary.</i>• <i>Retell an informational selection to demonstrate understanding.</i>• <i>Organizes key information read using a graphic format.</i>
Standard:	E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:
Components:	E1d.1: identifies the social context of the document; E1d.2: identifies the author’s purpose; E1d.3: formulates an argument and offers evidence to support it; E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile; and E1d.5: identifies or uses commonly used persuasive techniques.
Examples:	<i>Examples of activities through which students might produce evidence of familiarity with public documents include:</i> <ul style="list-style-type: none">• <i>Summarize and critique two or more local newspaper articles related to the same topic or issue.</i>• <i>Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.</i>• <i>Write a letter to the editor in response to an editorial or to an article of local or national importance.</i>• <i>Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).</i>• <i>Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.</i>

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

E2a: The student produces a report that:

Components:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote; and
- E2a.7:** provides a sense of closure to the writing.

Examples:

Examples of reports include:

- *An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two civilizations).*
- *A chapter book.*
- *An attribute book (a book on a single subject not necessarily developed by chapters sometimes called and “all-about,” e.g. “all about whales” “all about earthquakes”).*

Standard:

E2b: The student produces a response to literature that:

Components:

- E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** provides a sense of closure to the writing.
- E2b.6:** anticipates and answers a reader’s questions;

Examples:

Examples of responses to literature include:

- *A literary response paper.*
- *A book review.*
- *A parody.*
- *A literary analysis paper.*
- *A comparison of a children’s literary classic with a televised version of the same work.*
- *A brochure.*
- *A journal*
- *A newspaper or magazine article.*

Standard:

E2c: The student produces a narrative account (fictional or autobiographical) that:

Components:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;

E2c.7: uses a range of appropriate strategies, such as dialogue and tension or suspense; and

E2c.8: provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *An autobiographical account.*
- *An imaginative story.*
- *A fiction or non-fiction story.*
- *A narrative picture book.*
- *A retelling of a traditional story from an alternative point of view, e.g., a tall tale.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2: provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4: includes relevant information;

E2d.5: excludes extraneous information;

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader.

E2d.7: provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- *A how to report to accompany aboard game.*
- *A set of procedures for accessing information in the library.*
- *A rewrite of video game instructions for a younger reader.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates reader concerns and counter-arguments;

E2e.7: provides a sense of closure to the writing.

Examples:

Examples of persuasive essays include:

- *A position paper.*
- *An account of a rating given to a product or policy.*
- *A letter to an official that uses arguments to support an opinion.*

- *A speech for a candidate for school or public office.*
- *A Power Point presentation based on a text read.*
- *An advertisement.*
- *A commercial script.*

Strand:

**E3 Speaking,
Listening, and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

E3a.2: asks relevant questions;

E3a.3: responds to questions with appropriate elaboration;

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; and

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Book Talks with a teacher or parent.*
- *Analytical discussions of a movie or television program with a teacher or parent.*
- *Interviews with teachers or other adults with discussion.*
- *Interviews with multiple teachers or adults about their opinions of a major international news event.*
- *Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: actively solicits another person’s comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples:

Examples of activities involving group meetings include:

- *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- *Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- *Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, co-plan, co-lead, co-conduct, form coalitions and orchestrate follow-up for problem-solving or enactment of the results of the town meeting.*
- *Take part in book talks with other students. Students co-plan, co-lead, and strategize for the book talks.*
- *Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format other than just for classmates.*
- *Role-play to better understand a certain historical event.*
- *Participate in peer writing response groups*
- *Read aloud in turn, then explain why they like or dislike a work and offer sufficient support for their reasons.*
- *Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.*
- *Dramatize a story, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*
- *Listen to introductory pages of literary pieces and make predictions.*
- *Retell a familiar story that everyone knows. Take turns telling parts of the story. One person tells the first sentence then the next person tells the next sentence, etc. One person tells the entire story. Tell how it changed when it was retold.*

Standard:

E3c: The student prepares and delivers an individual presentation in which the student:

Components:

- E3c.1:** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** engages the audience with appropriate verbal cues and eye contact; and
- E3c.5:** projects a sense of individuality and personality in selecting and organizing content, and in delivery.
- E3c.6:** develops several main points relating to a single thesis;

Examples:

Examples of presentations include:

- *A presentation of project plans or a report for an Applied Learning project.*
- *A recounting of various anecdotes in an attempt to persuade the class to change a class policy by exemplifying the impact of such a change.*
- *A report to adults and students about a meaningful project that would enhance the quality of life or learning in the school environment.*
- *A role play of mythological figures who debate a current issue.*

- A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.
- A presentation that compares and contrasts characters in literature with people actually known by the student.
- A summary of a piece of significant non-fiction writing in order to orally communicate the essential points to classmates.
- An event recounted in a student's life to tell his/her grandchildren, presented to the class with details and props.

Standard: **E3d:** The student makes informed judgments about television, radio, and film productions; that is, the student:

Components: **E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information; and

E3d.4: defines the role of advertising as part of media presentation.

Examples: *Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:*

- Present a paper or report on reasons for selecting one media choice over another.
- Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.
- Summarize patterns of media exposure in writing or in oral reports.
- Analyze the appeal of particularly memorable commercials with an analysis on how the media manipulates the audience through the appeal.
- Evaluate a television program/video format or style; compare and contrast different styles.
- Prepare a presentation that expresses a position about a major news event and contrast this presentation to one done via the public broadcasting venue.
- Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.

Strand:

**E4 Conventions,
Grammar and
Usage of the English
Language**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Standard: **E4a:** The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

Components: **E4a.1:** Grammar;

E4a.2: paragraph structure;

E4a.3: punctuation;

E4a.4: sentence construction;

E4a.5: spelling; and

E4a.6: usage.

Examples:

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate*
- *Observe conventions of language during formal oral presentations.*
- *Revise a piece of writing by combining sentences.*

Standard:

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Components:

E4b.1: adding or deleting details;

E4b.2: adding or deleting explanations;

E4b.3: clarifying difficult passages;

E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;

E4b.5: sharpening the focus; and

E4b.6: reconsidering the organizational structure.

Examples:

Examples of activities through which students might produce evidence of analyzing and revising work include:

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
- *Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.*
- *Consider and respond to the critiques of peers and teachers.*
- *Critique the writing or oral presentation of a peer.*

Strand:

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

Standard:

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

Components:

E5a.1: identifies recurring themes across works;

E5a.2: analyzes the impact of authors' decisions regarding word choice and content;

E5a.3: considers the differences among genres;

E5a.4: evaluates literary merit;

E5a.5: considers the function of point of view or persona;

E5a.6: examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;

E5a.7: identifies stereotypical characters as opposed to fully developed characters;

E5a.8: critiques the degree to which a plot is contrived or realistic; and

E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings.

Examples:

Examples of activities through which students might produce evidence of responding to literature include:

- *Determine why certain characters (either fictional or non-fictional) behave the way they do.*
- *Make connections between literary works according to a common theme.*
- *Produce a creative retelling of a familiar fairy tale for a group of adults.*
- *Create a verse by verse paraphrase of a poem.*
- *Compare a children’s literary classic with a televised version of the same work.*
- *Participate in formal or informal book talks.*
- *Write or perform a skit.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A poem.*
- *A short play.*
- *A picture book.*
- *A story.*