

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, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

E1a: Print-Sound Code

By the end of the year, second-grade students have a firm grasp of the print-sound code and should be able to read the full range of English spelling patterns by the end of second grade. By the end of the year, we expect second-grade students to:

- read regularly spelled one- and two-syllable words automatically; and
- recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings.

Standard:

E1b: Getting the Meaning

Second-graders read books that require higher-level conceptual thinking to understand the subtleties of plot and character development. Students must sustain their reading over several days to finish the book. Most of the reading is done silently and independently, but some parts of the book may be read aloud for emphasis or interest.

Component:

E1b.1: Accuracy

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books with 90 percent or better accuracy of word recognition allowing for self-correction.

Component:

E1b.2: Fluency

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and
- use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

Component:

E1b.3: Self-Monitoring and Self-Correcting Strategies

At second grade, self-monitoring should be a well-established habit, and all the strategies developed earlier should be used regularly and almost automatically.

In addition, second graders' strategies should be more focused than before on comprehension and meaning of extended sequences of text. Readers' fluency continues to drop when harder texts require them to monitor overtly for accuracy and sense and to use strategies for solving reading problems and self-correcting.

By the end of the year, we expect second-grade students to:

- know when they don't understand a paragraph and search for clarification clues within the text; and

Component:	<ul style="list-style-type: none">• examine the relationship between earlier and later parts of a text and figure out how they make sense together. <p>E1b.4: Comprehension</p> <p>By the end of second grade, we expect children to demonstrate their comprehension of a variety of narrative, literary, functional and informational texts that they read independently or with a partner, as well as texts that adults read to them.</p> <p>For books that they read independently, including functional and informational texts, we expect children at the end of second grade to be able to do all of the things we expected of them in first grade, both orally and in writing. In addition, by the end of the year, we expect them to:</p> <ul style="list-style-type: none">• recognize and be able to talk about organizing structures;• combine information from two different parts of the text;• infer cause-and-effect relations that are not stated explicitly;• compare the observations of the author to their own observations when reading nonfiction texts; and• discuss how, why and what-if questions about nonfiction texts. <p>The texts that adults read to second graders usually have more complex conceptual and syntactic features than the texts the children read independently, and this permits greater depth in the kinds of comprehension children can display.</p> <p>For texts that are read to them, we expect children at the end of second grade to be able to do all of the things they can do for independently read texts. In addition, we expect them to:</p> <ul style="list-style-type: none">• discuss or write about the themes of a book-what the “messages’ of the book might be;• trace characters and plots across multiple episodes, perhaps ones that are read on successive days; and• relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.
Standard:	<p>E1c: Reading Habits</p> <p>Through grade 2, expectations for independent and assisted reading are elaborated separately from those expectations for students who are being read to. Children in second grade read more complex books that are considerably longer than books read in first grade and that often have chapters. They also should be reading to learn throughout the school day in all areas of the curriculum.</p> <p>By second grade, students should recognize and be able to discuss literary qualities of the children’s literature they read. They should identify and talk (or write) about similarities in different books by the same author; differences in similar books by different authors; genre features; and the effects of author’s craft, including word choice, plot, beginnings, endings and character development.</p>
Component:	<p>E1c.1: Independent and Assisted Reading</p> <p>By the end of the year, we expect second-grade students to:</p> <ul style="list-style-type: none">• read one or two short books or long chapters every day and discuss what they read with another student or a group;• read good children’s literature every day;• read multiple books by the same author and be able to discuss differences and similarities among these books;

- reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- read narrative accounts, responses to literature, informational writing, reports, narrative procedures, recounting, memoirs, poetry, plays and other genre;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment and some of those encountered outside school; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Component:

E1c.2: Being Read To

By the end of the year, we expect second-grade students to:

- have worthwhile literature read to them to model the language and craft of good writing; and
- listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance.

Additionally, we expect students to:

- hear texts read aloud from a variety of genres; and
- use reading strategies explicitly modeled by adults in read-aloud and assisted reading.

Component:

E1c.3: Discussing Books

In classroom and small-group discussions of their reading and of books read to them, we expect students finishing second grade to:

- demonstrate the skills we look for in the comprehension component of E1b: Getting the Meaning;
- recognize genre features and compare works by different authors in the same genre;
- discuss recurring themes across works;
- paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;
- sometimes challenge another speaker on whether facts are accurate, including reference to the text;
- sometimes challenge another speaker on logic or inference; ask other speakers to provide supporting information or details; and
- politely correct someone who paraphrases or interprets their ideas incorrectly.

Component:

E1c.4: Vocabulary

By the end of the year, we expect second-grade students to:

- recognize when they don’t know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;
- talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function, features and category; and
- learn new words everyday from their reading and talk.

Strand:

E2 Writing

Second graders need large blocks of time for writing so they can sustain their work longer, say more and provide more detail than they have in the past. They use specific criteria to decide what to write about—what is important to them, what they know something about, what will yield a good product and what will reach the audience. They reread their writing, get help from their teachers or peers and revise and adjust to make their writing understandable to their audience.

Standard:

E2a: Habits and Processes

If second graders are to develop the expected levels of proficiency as writers, their daily writing habits must continue and expand. Working independently, second-grade children who are meeting standards make plans for their writing. They understand there are choices about how to write about a topic, and they are able to select a genre, develop an angle or conjure a vision to frame their writing. By the end of the year, we expect second-grade students to:

- write daily;
- generate their own topics and make decisions about which pieces to work on over several days or longer;
- extend pieces of writing by, (for example, turning a narrative into a poem or a short description into a long report);
- regularly solicit and provide useful feedback;
- routinely reread, revise, edit and proofread their work;
- take on strategies and elements of author’s craft that the class has discussed in their study of literary works;
- apply commonly agreed upon criteria and their own judgment to assess the quality of their own work; and
- polish at least 10 pieces throughout the year.

Standard:

E2b: Writing Purposes and Resulting Genres

For second graders who are progressing according to standards, writing has become a meaningful activity with myriad purposes. More than ever, these children write to communicate with other people, to learn new things and to give evidence of their understanding. By the time they leave second grade, they have experimented with and produced many kinds of writing, including narrative account, response to literature, report and narrative procedure.

Component:

E2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, second-graders should move beyond simply describing a sequence of events. The structure for extended pieces may be built around a cluster of memorable events (episodic memoirs), around problems and solutions, or around a central idea or a theme running through events.

Second graders should be able to set the action of a narrative in a context that could include setting relationships among characters, motives and moods—perhaps beginning with a classic story opening (for example, “Once there was a girl...”, or “It was a dark, dark night when...”). Second graders should begin to use strategies for building pace and tension, such as giving more attention to some events than others, summarizing or skipping some events, and creating anticipation. By the end of the year, we expect second-grade students to produce fictional and autobiographical narratives in which they:

- incorporate some literary or “writing;” language that does not sound like speech;
- create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;
- develop internal events as well as external ones;
- write in first and third person; and
- use dialogue effectively.

Components:

E2b.2: Informing Others: Report or Informational Writing

By the end of the year, we expect second-grade students to produce reports that:

- have an obvious organizational structure;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- usually have a concluding sentence or section; and
- use diagrams, charts or illustrations as appropriate to the text.

E 2b.3: Getting Things Done: Functional and Procedural Writing

By the end of the year, we expect second-grade students to produce narrative procedures that:

- establish a context for the piece;
- identify the topic;
- show the steps in an action in enough detail to follow them;
- include relevant information;
- use language that is straightforward and clear; and
- frequently use pictures to illustrate steps in the procedure.

E2b.4: Producing and Responding to Literature

By the end of the year, we expect second-grade students to:

Producing literature:

- write stories, memoirs, poems, songs and dramas—conforming to appropriate expectations for each form;
- write a story using styles learned from studying authors and genres; and
- write poetry using techniques they observe through a study of the genre.

By the end of the year, we expect second-grade students to:

Responding to literature:

- provide a retelling;
- write letters to the author, telling what they thought or asking questions;
- make a plausible claim about what they have read;
- write variations on texts they have read telling the story from a new point of view, putting in a new setting, altering a crucial character or rewriting the ending; and
- make connections between the text and their own ideas and lives.

Standard:

E2c: Language Use and Conventions

Second graders should be developing fluency as writers, producing longer, more detailed texts and crafting stories to achieve an effect, as their control over the conventions of language increases. Some of their sentences still echo their oral language patterns, while others show their awareness of literary style and other generic forms. Conventions appear

more regularly: periods, capital letters, quotation marks and exclamation points frequently are used correctly.

Component:

E2c.1: Style and Syntax

By using a variety of sentence structures, second-grade writers show their ability to handle subordination of thought by subordination of structures. While punctuation of such sentences may be erratic or uneven, the sentences themselves show children's increasing proficiency in realizing their thoughts in writing. By the end of the year, we expect second-grade students to:

Using one's own language:

- use all sentence patterns typical of spoken language;
- incorporate transition words and phrases; and
- use various embeddings as well as coordination and subordination.

Taking on language of authors:

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literacy language where appropriate; and
- reproduce sentence structures found in the various genres they are reading.

Component:

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect second-grade students to:

Using one's own language:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice.

Taking on language of authors:

- make choices about which words to use on the basis of whether they accurately convey the intended meaning; and
- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

Component:

E2c.3: Spelling

Second-grade writers on target for meeting standards are beginning to control for spelling. That is, they correctly spell words that they have studied, words that they encounter frequently as readers and words that they regularly employ as writers. They also should spell correctly some high-frequency words with unpredictable spelling patterns that must be memorized (for example, of, have, the). At the same time, their incorrect spellings become less random because a clear logic is at work (for example, used to is frequently spelled as yousto). By the end of the year, we expect second-grade students to:

- use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random;
- produce writing in which most high-frequency words are spelled correctly;
- correctly spell most words with regularly spelled patterns;
- correctly spell most inflectional endings, including plurals and verb tenses; and
- use correct spelling patterns and rules most of the time.

In addition, we expect these students to:

- use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know); and
- engage in the editing process, perhaps with a partner, to correct spelling errors.

Component:

E2c.4: Punctuation, Capitalization and Other Conventions

Children should leave second grade with a good sense of how beginning capitalization and end punctuation are applied conventionally, though they may continue their creative use of capital letters (for example, “The dog was HUGE!”) and exaggerated punctuation (for example, “He bit me!!!”)

Second graders meeting standards may not have consistent control over punctuation, but they show their understanding by incorporating all the commonly used punctuation marks to some degree in their writing. By the end of the year, we expect second-grade students to:

- use capital letters at the beginnings of sentences;
- use periods to end sentences;
- approximate the use of quotation marks;
- use capital letters and exclamation marks for emphasis;
- use question marks; and
- use common contractions.

Strand:

**E3 Speaking
And Listening**

Children in second and third grades continue to develop the habits of talking a lot, talking to one’s self, conversing at length on a topic and discussing books. Some of the characteristics at this age include more skill in anticipating the audiences’ needs, expressing preferences, collaborating, negotiating, talking longer on topics of interest, and holding higher quality discussions of books as they are reading more complex and lengthier text. They also continue to talking aloud to guide themselves through a difficult of task or reasoning aloud to reach a conclusion should be encouraged.

Standard:

E3a: Habits

Lots and lots of purposeful talk remains an important part of children’s literacy development. Talking a lot, talking to one’s self, conversation at length on a topic and discussing books are four habits that should be part of children’s daily activities in second and third grades. At this age, children become more adept at holding their audiences attention because they understand the various genres of talk and can anticipate questions. They can now predict reliably others’ expectations for clarity, brevity, relevance and truth.

Component:

E3a.1: Talking a Lot

By the second and third grades, students are used to talking and asking questions about their own or others’ reading and writing. Their use of language to learn, negotiate, work and play with one another sharpens to the point that they can tackle more complex tasks and communicate more complex concepts. Specifically by the end of third grade we expect children to:

- talk about what they think, read or experience;
- explain or speak from another’s perspective;
- talk about ideas or information gained from sources beyond personal experiences;

- talk in small groups to collaborate on a project, ask questions, or to make comments or suggestions to facilitate work on a task or project;
- talk in front of a group on a regular basis; and
- solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit.

Component:

E3a.2: Talking to One's Self

At grades 2-3 most children have internalized the use of language to self correct and guide their thinking and problem solving. In reading, self-monitoring becomes silent. In other areas-such as remembering complex tasks, mathematics or memorization-students almost always talk aloud.

Specifically by the end of third grade we expect children to:

- make spontaneous corrections;
- talk to themselves out loud to make plans, guide behaviors or monitor thinking;
- rehearse steps they will use to solve a problem;
- mimic adult language used in problem solving;
- recite facts to confirm what has been memorized; and
- silently monitor their comprehension of text including understanding of individual words and using a variety of self-correcting strategies.

Component:

E3a.3: Conversing at Length on a Topic

Skills in second and third grades grow to incorporate a variety of strategies that enable them to sustain conversations and to mark new topics explicitly. They are now able to initiate and sustain conversations with lengthier exchanges. Specifically by the end of third grade we expect children to:

- initiate and sustain a conversation with eight or more lengthy exchanges;
- consistently ask for clarification;
- consistently recognize and respond to indirect and direct indications that others need clarification;
- initiate topics within conversations that are in progress;
- sustain conversation by extending others' contribution;
- express and solicit opinions;
- ask open-ended or long answer questions;
- repair and revert to the topic when necessary; and
- raise topics likely to be of interest to another person.

Component:

E3a.4: Discussing Books

Students at this level recognize and compare works by different authors in the same genre and discuss recurring themes across works. They paraphrase, summarize, ask speakers to give evidences and politely correct someone who paraphrases or interprets them incorrectly.

Participation in book talks allows them to demonstrate deeper comprehension of the text. Specifically by the end of third grade we expect children to:

- note and talk about author's craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge gained during discussion;
- use information that is accurate, accessible and relevant;

- restate their own ideas with greater clarity when a listener indicates non comprehension;
- ask other students questions that require them to support their claims or arguments;
- indicate when their own and others' ideas need further support or explanation;
- cite important details from the text;
- compare one text to another text they have read or heard; and
- capture meaning from figurative language and explain the meaning.

With narratives in particular we expect children to:

- relate a story to real life experiences;
- explain the motive of characters; and
- discuss plot and setting.

With informational texts in particular, we expect children to:

- use structure of information text to retrieve information;
- analyze the causes, motivations, sequences and results of events; and
- understand the concepts and relationships described;
- use reasoning and information from within an outside the text to examine arguments; and
- describe in their own words what new information they gained from nonfiction text and how that information relates to their prior knowledge.

With functional texts in particular, we expect children to:

- follow instructions or directions they read in more complicated texts.

Standard:

E3b: Kinds of Talk and Resulting Genres

Second and third grade children should continue to have opportunities for speaking and listening in the four genres: narrative, explaining and seeking information, getting things done, and producing and responding to performances. Children are still better at factual accounts than at fictional ones, as fictional narratives are the most difficult to master. Children should have daily opportunities to share writing or respond to reading/writing.

Component:

E3b.1: Narrative

At this age children's oral narratives increase in length and complexity and are likely to move beyond personally experienced events. The sequence of events lengthens, and character development moves beyond simply stating motivations. The use of details begins to be sharpened by precise word, choice and resolutions do more than simply comment on final events.

With factual narratives, by the end of third grade we expect children to:

- independently give lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or through the use of flashback; and
- pass along a story that they have heard, giving enough details or nuance to do justice to the original version.

Second- and third-grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention before going into the full account;

- orient the listener to the setting with the precise choice of detail;
- cluster useful descriptive information in the beginning;
- describe information and evaluate or reflect on it;
- describe internal events or reactions as well as external events develop characters by clearly stating their goals and motivations and attempting to resolve or stratify them before the story's end;
- include quotations;
- comment and reflect on how things were resolved; and
- mark the end of the story directly or with a coda to bring the impact of the past experience up to the present.

Component:

E3b.2: Explaining and Seeking Information

In second and third grades, children's ability to seek information from adults, the library and the Internet expands. They are able to research and gather more information. Their descriptions become more elaborate. Their presentations improve, and their ability to relate complex information to others increases. Specifically, by the end of third grade we expect children to:

- Seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts;
- Conduct first hand interviews;
- Give increasingly elaborate and extended descriptions of objects, events and concepts;
- Support opinions or provide specific examples to support generalizations;
- Give a short prepared speech or report informing others about some object, event, or person; and
- Tutor others in new and somewhat complicated tasks.

Component:

E3b.3: Getting Things Done

Children have increased the specificity and complexity of directions they are able to give and receive. They begin to entertain alternate viewpoints and do more than just listen to opposing arguments and can collaborate to generate alternative solutions. Specifically, by the end of third grade we expect children to:

- listen to, comprehend and carry out directions with eight or more steps;
- ask (or answer) specific questions to clarify a novel task, persisting if necessary to get the information;
- give directions for technically complex tasks;
- ask clarifying questions to learn what a person knows;
- describe alternate ways to complete a task or reach a destination;
- use visual aids, such as charts, diagrams or maps, to augment language;
- engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions;
- disagree with another person's argument and then generate and promote alternative solutions to reach agreement; and
- collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group.

Component:

E3b.4: Producing and Responding to Performances:

As in earlier grades, children should have frequent opportunities to give author performances of their own material and to respond to

author performances of their peers. In responding to more challenging performances, children continue to offer reactions and learn to support their opinions. Their performances move beyond the classroom setting and grow in length. Specifically, by the end of third grade we expect children to:

- describe their reaction to a performance, giving details to support opinions;
- attend to more challenging performances that go beyond entertainment or present unfamiliar material;
- draw from a rehearsed repertoire to give a brief performance;
- conduct and /or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences; and
- give an author performance, reading from their own material out loud.

Standard:

E3c: Language Use and Conventions

In second and third grade, children continue to display increased levels of experimentation with sounds, meaning, and grammar. Their awareness of ambiguities in language expands.

Component:

E3c.1: Rules of Interaction

In second and third grades, children work on the mastery of important conventions in the school and social settings by speaking in a group. More and more, their class work should require them to speak, listen and collaborate in small or large groups. Specifically by the end of third grade we expect children to:

- consistently observe conventions politeness;
- hold themselves and others accountable to the rules by using verbal reminders; and
- speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate.

Component:

E3c.2: Word Play and Grammatical Awareness

Having mastered the ability to blend and segment onsets and rimes and mastered phonemes, children should exhibit a continuing interest in words and experimentation with language, though in a more sophisticated fashion than in earlier years. Specifically by the end of third grade we expect children to:

- identify the number of syllables in a word;
- play with alliteration, tongue twisters and onomatopoeia;
- use double meanings or multiple meanings of words for riddles and jokes;
- detect a variety of speech ambiguities and understand the intended meaning;
- start to play with made-up language; and
- identify subjects and verbs in simple sentences.

Component:

E3c.3: Word Vocabulary and Word Choice

Children continue to acquire new vocabulary at a phenomenal rate, and their increased vocabulary will have a direct correlation to their academic success. Using new, advanced words that are relevant to what the class is studying is more important than teaching children specific words on a vocabulary test. Specifically by the end of third grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- use specialized vocabulary related to school subjects;
- provide definitions of words they know and learn new words from definitions using simple superordinates;
- learn new words from reading or being read to daily;
- demonstrate flexibility by choosing from word options to show precision or effect;
- study word families;
- develop a basic awareness of meaningful word parts and identify how they relate to certain words;
- increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice;
- use and explain metaphoric language;
- understand and produce 3 antonyms and synonyms; and
- understand and produce homonyms, homographs and homophones.