

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Table of Contents

<b>Reading .....</b>	<b>3</b>
Pre-Kindergarten.....	3
Kindergarten .....	5
Grade 1.....	8
Grade 2.....	11
Grade 3.....	14
Grade 4.....	17
Grade 5.....	20
Grade 6.....	23
Grade 7.....	25
Grade 8.....	28
Grade 9.....	31
Grade 10 .....	33
Grade 11 .....	36
Grade 12 .....	39
<b>Writing .....</b>	<b>41</b>
Pre-Kindergarten.....	41
Kindergarten.....	43
Grade 1.....	45
Grade 2.....	48
Grade 3.....	51
Grade 4.....	53
Grade 5.....	56
Grade 6.....	59
Grade 7.....	62
Grade 8.....	65

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

Grade 9.....	68
Grade 10 .....	71
Grade 11.....	74
Grade 12 .....	76
<b>Communication.....</b>	<b>79</b>
Pre-Kindergarten.....	79
Kindergarten .....	81
Grade 1.....	84
Grade 2.....	87
Grade 3.....	89
Grade 5.....	95
Grade 6.....	97
Grade 7.....	100
Grade 8.....	103
Grade 9.....	105
Grade 10 .....	108
Grade 11 .....	111
Grade 12 .....	114

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

### Reading

#### Pre-Kindergarten

- STANDARD 1  
The learner understands and uses different skills and strategies to read
  - Benchmark: PK.1.1 Understand & use pre-reading strategies and skills  
Indicators:
    - Directional behavior (left to right progression)
    - Hold book correctly, turn pages
    - Show start/end of book
    - Distinguish between picture and print
    - Know some letter names
    - Interested in environmental print (stop sign, Mc Donalds, etc.)
  - Benchmark: PK.1.2 Use world recognition and word meaning skills to read and comprehend text  
Indicators:
    - Recognize own name in print
  - Benchmark: PK.1.3 Build vocabulary through reading  
Indicators:
    - Use read-alouds, songs, chants, finger-plays
  - Benchmark: PK.1.4 Read fluently, adjusting reading for purpose and material  
Indicators:
    - Use choral reading songs finger plays, poetry, etc.
    - Turn pages of book telling the story from memory
  - Benchmark: PK.1.5 Understand elements of literature - fiction  
Indicators:
    - Be introduced to literary vocabulary
    - title
    - author
    - illustrator

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: PK.1.6 Use features of non-fiction text and computer software

Indicators:

- N/A

- STANDARD 2

The learner understands the meaning of what is read.

- Benchmark: PK.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate a personal response to story through drawings
- Predict outcomes
- Answer who, what, where, when, how questions

- Benchmark: PK.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Connect previous experiences and knowledge when read aloud
- Sequence events of a story by retelling
- Find similarities and differences in stories

- Benchmark: PK.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- Be exposed to make-believe and real stories
- Be introduced to a variety of authors and styles
- Express personal views

- STANDARD 3

The learner reads different materials for a variety of purposes.

- Benchmark: PK.3.1 Read to learn new information

Indicators:

- Observe, use and understand signs, labels and instructions (job, chart, labels in classroom)

- Benchmark: PK.3.2 Read to perform a task

Indicators:

- Select activity based on personal interest (centers)

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: PK.3.3 Read for literary experience

Indicators:

- Be exposed to variety of genre
- Be exposed to literature with different views of family, friendship, culture and traditions

- Benchmark: PK.3.4 Develop interests and shared reading experiences

Indicators:

- Choose to look at books
- Listen and respond to literature
- Enjoy being read to
- Enjoy books and have favorites
- Pretend to read

- Benchmark: PK3.5 Develop reading through technology

Indicators:

- Follow a story or song through a variety of audio-visual media

- STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmarks: PK.4.1 Assesses strength and need for improvement

Indicators:

- “Read” stories from memory

- Benchmark: PK.4.2 Seek and offer feedback to improve reading

Indicators:

- N/A

### Kindergarten

- STANDARD 1

The learner understands and uses different skills and strategies to read

- Benchmark: K.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Identify all letters, capital and lower case

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Identify all alphabet sounds, upper and lower case
- Understands words as well as pictures carry meaning
- Recognize own name in print
- Be introduced to concepts about print:
  - punctuation (question mark, period, exclamation point)
  - difference between letters and words
  - word by word matching
  - directional behavior (left to right progression)
  - where to start
  - which way to go (top to bottom)
  - first and last concept (of a word, story)
  - left page before right page
- Develop phonemic awareness
  - rhyming (hearing how words sound alike)
  - isolation of sound (beg/middle/end) in a word
  - oral blending (when presented with sounds /h/ / /m/ student can say “ham”)
  - beginning and ending sounds
  - word families
  - short vowels (a, e, i, o, u)
- Recognize color words
- Recognize number words (one to ten)
- Memorizes pattern books and familiar books
- Be introduced to sight words from Harcourt Brace series (K level)

- Benchmark: K.1.2 Build vocabulary through reading

Indicators:

- Build vocabulary through read alouds, songs, finger plays, themes, etc.
- Benchmark: K.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Use choral readings, songs, fingerplays, poetry, etc.
- Turn pages of book telling the story from memory

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: K.1.4 Understand elements of literature - fiction  
Indicators:
  - Be introduced to literary vocabulary
    - character
    - setting
    - plot
- Benchmark: K.1.5 Use features of non-fiction text and computer software  
Indicators:
  - Be introduced to non-fiction through read alouds and class charts
  - Be introduced to software for information purposes (computer class)
- STANDARD 2  
The learner understands the meaning of what is read.
  - Benchmark: K.2.1 Comprehend important ideas and details  
Indicators:
    - Draw on previous experiences to understand text
    - Predict outcomes
    - Answer who, what, where, when, how questions
  - Benchmark: K.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas  
Indicators:
    - Sequence events of a story by retelling
    - Recognizing beginning , middle, end of a story
    - Connect previous experiences and knowledge when reading
    - Find similarities and differences in stories
  - Benchmark: K.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective  
Indicators:
    - Distinguish between make believe and real stories
    - Be introduced to a variety of authors and styles
    - Express personal views about the action of a character
- STANDARD 3  
The learner reads different materials for a variety of purposes.
  - Benchmark: K.3.1 Read to learn new information  
Indicators:
    - Observe use, and understand signs, labels, and instructions (job chart, labels in classroom, daily news)
    - Select resources on a topic based on personal interest

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: K.3.2 Read to perform a task  
  
Indicators:
  - Be introduced basic reference tools such as picture dictionaries, maps and globes
  - Begin to follow simple written directions using picture cues
- Benchmark: K.3.3 Read for literary experience  
  
Indicators:
  - Be introduced to a variety of genre
  - Be introduced to multicultural literature
  - Be introduced to literature with different views of family, friendship, culture and traditions
- Benchmark: K.3.4 Develop interests and share reading experiences  
  
Indicators:
  - Select favorite authors, subjects, books, and share with others
  - Choose to look at books
  - Listen and respond to literature
  - Enjoy being read to
  - Enjoy books and have favorites
  - Pretend to read
- Benchmark: K.3.5 Develop reading through technology  
  
Indicators:
  - Use basic electronic reference tools (computers)
- STANDARD 4  
The learner sets goals and evaluates progress to improve reading.
  - Benchmark: K.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Set reading goals
  - Benchmark: K.4.2 Seek and offer feedback to improve reading  
  
Indicators:
    - Ask for assistance if needed

### Grade 1

- STANDARD 1  
The learner understands and uses different skills and strategies to read
  - Benchmark: 1.1.1 Use word recognition and word meaning skills to read and comprehend text  
  
Indicators:
    - Letter names and sounds



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Short vowel and sounds
  - Initial and final blends and digraphs define & diphthong (sh, ch, th)
  - Develop a core of basic sight words
  - Use meaning context and pictures to comprehend story
  - Be introduced to:
    - long vowels (not for mastery)
    - r controlled vowels
    - contractions
    - compound words
    - antonyms
    - synonyms
    - inflectional endings (ing, ed, s, es)
  - Reads books with familiar word patterns
  - Reinforce rhyming
  - Isolation of sound (beg/middle/end) in a word
  - Oral blending (when presented with sounds /h/ /a/ /m/m student can say “ham”)
  - Use one-to-one matching (of spoken to written words)
  - Use the following strategies:
    - Cross check sources of information (picture and word)
    - Self monitor reading to make sure it look right, sounds right and makes sense
    - Self correct when student notices an error
    - Reread to confirm correction
  - Reads on
- Benchmark: 1.1.2 Build vocabulary through reading  
  
Indicators:
    - Build vocabulary through teacher read alouds and classroom activities (brainstorming, class books, etc.)
    - Learn ABC order to the 1st letter to begin using dictionaries/glossaries, etc.
  - Benchmark: 1.1.3 Read fluently, adjusting reading for purpose and material  
  
Indicators:
    - Reread for fluency
    - Read familiar text with increasing fluency
    - Be introduced to concept of how punctuation affects fluency
  - Benchmark: 1.1.4 Understand elements of literature - fiction  
  
Indicators:
    - Begin to understand story elements:
      - plot
      - characters
      - setting
      - problem
      - solution
    - Be introduced terminology - sentence
  - Benchmark: 1.1.5 Use features of non-fiction text and computer software  
  
Indicators:

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Start to distinguish between non-fiction and fiction
  - Use computer software to learn information with assistance
  - Benchmark: 1.1.6 Read aloud unpracticed grade level text at a fluency rate of 50-65+ words correct per minute.  
  
Indicators:
    - N/A
- STANDARD 2  
The learner understands the meaning of what is read.
  - Benchmark: 1.2.1 Comprehend important ideas and details  
  
Indicators:
    - Demonstrate basic comprehension of what is read
    - Identify main ideas
    - Retell story in own words
    - Connect previous experiences and knowledge when reading to understand characters, events, and information
    - Make predictions
  - Benchmark: 1.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas  
  
Indicators:
    - Recognize the beginning, middle and end of story
    - Find similarities and differences in stories
  - Benchmark: 1.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective  
  
Indicators:
    - Separate fact from opinion
    - Begin to read books by a variety of authors using different styles
    - Apply information gained from read-alouds to give a response
    - Distinguish between make believe and real stories
- STANDARD 3  
The learner reads different materials for a variety of purposes.
  - Benchmark: 1.3.1 Read to learn new information  
  
Indicators:
    - Observe and use signs, labels, and instructions in the environment
    - Select resources on a topic based on personal interest or assigned topic
    - Self-select appropriate books to answer a question solve a problem, or perform a task
  - Benchmark: 1.3.2 Read to perform a task  
  
Indicators:
    - Begin to follow simple written directions
    - Use basic reference tools such as picture dictionaries, maps, and globes

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 1.3.3 Read for literary experience  
  
Indicators:
  - Read and respond to a variety of genre
  - Read and read aloud multicultural literature
  - Read and read aloud literature with different views of family, friendship, culture and traditions
- Benchmark: 1.3.4 Develop interests and share reading experiences  
  
Indicators:
  - Select favorite authors, subjects, books, and share with others
- Benchmark: 1.3.5 Develop reading through technology  
  
Indicators:
  - Use basic electronic reference tools
- STANDARD 4  
The learner sets goals and evaluates progress to improve reading.
  - Benchmark: 1.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Set reading goals
    - Identify and discuss own strategies o improve reading
    - Refer to self as reader
    - Recognize growth as a reader
  - Benchmark: 1.4.2 Seek and offer feedback to improve reading  
  
Indicators:
    - Ask for assistance if needed
    - Respond to teacher feedback

### Grade 2

- STANDARD 1  
The learner understands and uses different skills and strategies to read
  - Benchmark: 2.1.1 Use word recognition and word meaning skills to read and comprehend text  
  
Indicators:
    - Recognize and use the following skills to read and comprehend text:
      - long vowel patterns
      - “r” controlled patterns
      - letter patterns
      - multi syllable words
      - basic sight words
      - contractions
      - compound words
      - antonyms

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- homonyms and synonyms
- inflectional ending (ing, ed, s, es)
- Use meaning, context and pictures to comprehend a story
- Cross check sources of information (pictures/words/meaning)
- Self monitor reading to make sure it looks right (phonics), sounds right (follows English), and makes sense
- Reread to confirm corrections
- Read on

- Benchmark: 2.1.2 Build vocabulary through reading

Indicators:

- Build vocabulary through read alouds and theme studies
- Build vocabulary through context clues
- Learn ABC order beyond the first letter too use dictionaries glossaries, and other sources

- Benchmark: 2.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Understands how punctuation affects fluency
- Reread for fluency
- Read texts with increasing fluency
- Begin to adjust reading rate as needed to comprehend text
- Begin to read silently

- Benchmark: 2.1.4 Understand elements of literature - fiction

Indicators:

- Understand story elements: plot, characters, setting, problem, solution
- Understand sentence structure, paragraphs, and chapters (e.g., students locate a sentence, paragraph, or chapter in a book)

- Benchmark: 2.1.5 Use features of non-fiction text and computer software

Indicators:

- Be introduced to features of non-fiction such as headings, tables of contents, glossaries
- Use computer software to learn information with assistance

- Benchmark: 2.1.6 Read aloud unpracticed grade level text with fluency in a range of 90-100+ words correct per minute.

- STANDARD 2

The learner understands the meaning of what is read.

- Benchmark: 2.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate basic comprehension of the content:
  - literary
  - informational
  - task oriented texts (plays, and instructions)
- Begin to comprehend main ideas, supporting details

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Summarize ideas in own words
- Connect previous experiences and knowledge when reading to understand characters, events, and information
- Make inferences and predictions based on the reading text

- Benchmark: 2.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Begin to separate fact from fiction
- Find similarities and differences in stories
- Use logical sequence to accurately retell stories

- Benchmark: 2.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- Separate fact from opinion
- Recognize different purposes and styles for writing
- Apply information gained from reading to give a response or express insight

- STANDARD 3

The learner reads different materials for a variety of purposes.

- Benchmark: 2.3.1 Read to learn new information

Indicators:

- Read to locate and use a variety of resource materials
- Select resources to answer a question or solve a problem

- Benchmark: 2.3.2 Read to perform a task

Indicators:

- Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions)
- Follow written directions

- Benchmark: 2.3.3 Read for literary experience

Indicators:

- Read, respond to, and evaluate a variety of traditional and contemporary literature
- Read multicultural literature
- Read literature with different views of family, friendship, culture and traditions

- Benchmark: 2.3.4 Develop interests and share reading experiences

Indicators:

- Select favorite authors, subjects, books, and share with others

- Benchmark: 2.3.5 Develop reading through technology

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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Indicators:

- Use basic electronic reference tools

○ STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmark: 2.4.1 Assess strengths and need for improvement

Indicators:

- Monitor progress toward reading goals
- Set reading goals
- Identify and discuss own strategies to improve reading
- Refer to self as reader
- Recognize growth as a reader

- Benchmark: 2.4.2 Seek and offer feedback to improve reading

Indicators:

- Ask for assistance if needed
- Respond to teacher feedback

### Grade 3

○ STANDARD 1

The learner understands and uses different skills and strategies to read

- Benchmark: 3.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Apply phonetic principles to read; including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- Use language structure to understand reading material (e.g., sentence structure prefixes, suffixes, contractions, simple abbreviations, possessive pronouns, irregular verbs, base words, forms of nouns and verbs, pronouns, adjectives, and articles)
- Use meaning, context clues, and pictures to comprehend story
- Use variety of reading strategies, including working out unknown words, self-corrections and re-reading when necessary to comprehend
- Introduce subjects and predicates
- Re-read and slow down to comprehend

- Benchmark: 3.1.2 Build vocabulary through reading

Indicators:

- Build vocabulary by interpreting context clues, and using dictionaries and glossaries
- Expand sight vocabulary
- Practice using affixes (prefixes, suffixes and base words to make sense of a new word)
- Use “environmental print” in the classroom to reinforce and support vocabulary development
- Understand and use synonyms, antonyms, homographs, and homophones

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: 3.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read familiar text with ease
- Incorporate new skills when reading new materials
- Adjust speed to set purpose for reading

- Benchmark: 3.1.4 Understand elements of literature - fiction

Indicators:

- Understand story elements: (main idea, plot, characters, setting, problem, solution)
- Understand sentence structure, paragraphs, and chapters
- Read a variety of literary forms (narratives, plays, poetry)
- Explore features of different forms (stories, poems, plays)

- Benchmark: 3.1.5 Use features of non-fiction text and computer based sources

Indicators:

- Find and sort information for a specific topic or purpose
- Locate and use text organizer (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.)
- Recognize organizational features of electronic information such as “pull-down” menus, key word searches, icons, etc
- Read a variety of non-fiction texts
- Interpret graphs, maps, and charts

- Benchmark: 3.1.6 Read aloud unpracticed grade level text with a fluency range of 110-120+ words correct per minute.

Indicators:

- N/A

- STANDARD 2

The learner understands the meaning of what is read

- Benchmark: 3.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate basic comprehension of the content of literary, informational and task oriented texts such as plays and instructions
- Demonstrate comprehension of the main idea and supporting details
- Summarize ideas in own words
- Connect previous experiences and knowledge when reading to understand characters, events, and information
- Make predictions and inferences based on the reading text

- Benchmark: 3.2.2 Expand comprehension by analyzing, interpreting, synthesizing, and applying information and ideas

Indicators:

- Compare and contrast stories

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- understand relationship between parts of text or between two simple texts
- Use logical sequence to accurately retell stories: order and/or sequence parts of text
- Separate fact from fiction
- Uses critical thinking when participating in small groups and whole class discussions about what has been read
- Benchmark: 3.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective  
  
Indicators:
  - Separate fact from opinion
  - Recognize differences in authors' topics or subject matter
  - Recognize differences in authors' writing styles and language
  - Recognize differences in authors' purpose:
    - inform
    - instruct
    - persuade
    - entertain
  - Observe and discuss published works
- STANDARD 3  
The student reads different materials for a variety of purposes
  - Benchmark: 3.3.1 Read to learn new information  
  
Indicators:
    - Use signs, labels, and instructions
    - Locate and use a variety of resource materials such as dictionaries, thesaurus, and encyclopedias
    - Use resources to answer a question or solve a problem
  - Benchmark: 3.3.2 Read to perform a task  
  
Indicators:
    - Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions, games, newspapers and magazines)
    - Follow written directions
  - Benchmark: 3.3.3 Read for literary experience  
  
Indicators:
    - Read, respond to a variety of traditional and contemporary literature (novels, folk tales, stories, rhymes, poems, plays, etc)
    - Read a variety of literature representing different cultures, perspectives, and issues
    - Understand different views of family, friendship, culture and tradition found in
  - Benchmark: 3.3.4 Develop interests and share reading experiences  
  
Indicators:
    - Select favorite authors, subjects and books, and share with others



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Read for enjoyment
- Share literary experiences and recommend books to others
- STANDARD 4  
The student sets goals and evaluates progress to improve reading.
  - Benchmark: 3.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Set reading goals
    - Use projects, short essays, and reading response logs to evaluate progress
  - Benchmark: 3.4.2 Seek and offer feedback to improve reading  
  
Indicators:
    - Use feedback to improve reading

### Grade 4

- STANDARD 1  
The learner understands and uses different skills and strategies to read
  - Benchmark: 4.1.1 Use word recognition and word meaning skills to read and comprehend text  
  
Indicators:
    - Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
    - Use language structure to understand reading materials including, sentence structure, prefixes, suffixes, contractions, and simple abbreviations, possessives, pronouns, irregular forms of nouns, verbs, adjectives, adverbs and interjections
    - Use meaning, context clues, and pictures to comprehend story
    - Use reading strategies including working out unknown words, self-corrections, and re-reading when necessary to comprehend.
    - Slow down to comprehend
  - Benchmark: 4.1.2 Build vocabulary through reading  
  
Indicators:
    - Build vocabulary by interpreting context clues and using dictionaries and glossaries and other sources
    - Use known parts of word (prefixes and suffixes) to make sense of the whole word
    - Understand synonyms and antonyms, homophones and homographs
    - Use environmental print to reinforce and support vocabulary development
  - Benchmark: 4.1.3 Read fluently, adjusting reading for purpose and material  
  
Indicators:
    - Read familiar text with ease
    - Read word by word or line by line when incorporating new skills or reading

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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new materials

- Adjust speed to set purpose

- Benchmark: 4.1.4 Understand elements of literature - fiction

Indicators:

- Understand sentence structure, paragraphs, and chapters
- Understand story elements: (main idea, plot, characters, setting, problem, solution)
- Read and respond to a variety of forms (Folk tales, stories, rhymes, poems, plays)
- Identify literary devices (figurative language, exaggeration and similes)

- Benchmark: 4.1.5 Use features of non-fiction text and computer based sources

Indicators:

- Find and sort information for a specific topic or purpose
- Locate and use text organizer (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.)
- Recognize organizational features of electronic information such as “pull-down” menus, key word searches, icons, etc
- Read a variety of non-fiction texts
- Interpret graphs, maps, and charts

- Benchmark: 4.1.6 Read aloud unpracticed grade level text at a fluency rate of 115-125+ words correct per minute.

Indicators:

- N/A

- STANDARD 2

The student understands the meaning of what is read

- Benchmark: 4.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate basic comprehension of the content of literary, informational, and task oriented texts such as plays, newspaper articles, and instructions
- Demonstrate comprehension of the main idea and supporting details; summarize ideas in own words
- Connect previous experiences and knowledge when reading to understand characters, events, and information
- Make inferences and predictions based on the reading text
- Identify main idea and supporting details

- Benchmark: 4.2.2 Expand comprehension by analyzing, interpreting, synthesizing, and applying information and ideas

Indicators:

- Compare and contrast stories: understand relationship between parts of text or between two simple texts
- Use logical sequence to accurately retell stories: order and/or sequence parts of text

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Separate fact from fiction
- Use critical thinking when participating in small groups and whole class discussions about what has been read
- Benchmark: 4.2.3 Think critically and analyze authors use of language, style, purpose, and perspective
- Indicators:
  - Separate fact from opinion
  - Recognize different purposes and styles for writing
  - Apply information gained from reading to give a response and express insight
  - Recognize, in written text, the qualities of writing
- STANDARD 3  
The student reads different materials for a variety of purposes
  - Benchmark: 4.3.1 Read to learn new information
  - Indicators:
    - Observe and use signs, labels, and instructions
    - Locate and use a variety of resource materials (dictionaries, thesaurus, and encyclopedia)
    - Select resources to answer a question or solve a problem
  - Benchmark: 4.3.2 Read to perform a task
  - Indicators:
    - Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions)
    - Use specific information in newspapers, magazines, dictionaries, glossaries, encyclopedias
    - Continue to read to follow written directions
  - Benchmark: 4.3.3 Read for literary experience
  - Indicators:
    - Read and respond to a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.)
    - Read a variety of literature representing different cultures, perspectives, and issues
    - Understand different views of family, friendship, culture, tradition found in literature
  - Benchmark: 4.3.4 Develop interests and share reading experiences
  - Indicators:
    - Select favorite authors, subjects, books, and share with others
    - Share literary experiences and recommend books to others
- STANDARD 4  
The learner sets goals and evaluates progress to improve reading.
  - Benchmark: 4.4.1 Assess strengths and need for improvement

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Indicators:

- Set reading goals; ask questions and make predictions prior to and during reading
- Use projects, lab reports, short essays, research projects, and multimedia presentations to evaluate progress

- Benchmark: 4.4.2 Seek and offer feedback to improve reading

### Indicators:

- Use feedback to improve reading skills such as fluency, vocabulary, and comprehension

## Grade 5

### ○ STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 5.1.1 Use word recognition and word meaning skills to read and comprehend text

### Indicators:

- Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- Use language structure to understand reading materials including: sentence structure, prefixes, suffixes, contractions, simple abbreviations, possessives (pronouns and antecedent, irregular forms of nouns and verbs adjective, adverbs, conjunctions, interjections, prepositions)
- Integrate appropriate reading strategies to adapt reading to different types of text
- Use a variety of reading strategies to comprehend words and ideas including self correcting, re-reading, reading on, and slowing down
- Begin to apply reading strategies including word origins, word roots, prefixes, suffixes and making predictions

- Benchmark: 5.1.2 Build vocabulary through reading

### Indicators:

- Use context clues, dictionaries, glossaries, thesaurus, and other sources to build vocabulary
- Construct general and specialized vocabularies through reading in specific fields of academic study such as science, social studies, math and the arts
- Use environmental print and graphics to support vocabulary development

- Benchmark: 5.1.3 Read fluently, adjusting reading for purpose and material

### Indicators:

- Adjust speed to fit purpose for reading
- Demonstrate comprehension of a variety of text including fiction, non-fiction, information and task-oriented texts (directions, word problems)

- Benchmark: 5.1.4 Understand elements of literature - fiction

### Indicators:

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Compare, contrast and make connections within and among several texts
- Continue to use story elements
- Identify literary devices (simile, metaphor, personification, hyperbole)
- Identify theme of story
- Understand paragraphs and chapters
- Analyze literary elements (plot, characters, etc.)
- Benchmark: 5.1.5 Use features of non-fiction text and computer based sources  
  
Indicators:
  - Locate specific information to pursue an interest or complete a project
  - Use organizational features of printed text (title, headings, table of contents, indexes, glossaries, captions)
  - Begin to use organizational features of electronic information (CD-ROM, Internet, etc.)
  - Continue to interpret graphs, maps and charts
  - Read a variety of non-fiction and informational texts.
- Benchmark: 5.1.6 Read aloud unpracticed grade level text at a fluency rate of 125-135+ words correct per minute.  
  
Indicators:
  - N/A
- STANDARD 2  
The student understands the meaning of what is read
  - Benchmark: 5.2.1 Comprehend important ideas and details  
  
Indicators:
    - Expand comprehension of more complex non-fiction and informational text
    - Identify main ideas and details, giving evidence from text
    - Link characters, events and information to prior knowledge, previous experience, and current issues to increase understanding
    - Make and revise inferences and predictions based on the text
    - Identify and comprehend the main idea and supporting facts and details; summarize ideas in own words
  - Benchmark: 5.2.2 Expand comprehension by analyzing, interpreting, synthesizing, and applying information and ideas  
  
Indicators:
    - Compare, contrast, and make connections within and among several texts
    - Use logical sequence to accurately retell stories: order and/or sequence parts of text
    - Begin to recognize biases portrayed in published texts with particular emphasis on gender, age and ethnic stereotyping (e.g., look for representation of gender, age, etc., in texts)
    - Separate fact from fiction
  - Benchmark: 5.2.3 Think critically and analyze authors use of language, style, purpose, and perspective

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Indicators:

- Separate fact from opinion
- Recognize that authors make language choices to influence an audience
- Explore author's purpose, point of view, tone, and use of persuasive language
- Apply information gained from reading to give a response and express insight
- Evaluate published works based on Six-Trait model
- Recognize, in written text, the qualities of excellent writing based on the Six-Trait model.

### ○ STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 5.3.1 Read to learn new information

### Indicators:

- Observe and use signs, labels, and instructions
- Begin to evaluate the appropriateness of a variety of resource materials for a specific purpose
- Understand and use materials to investigate a topic (reference materials, encyclopedias, manuals, newspaper and magazine articles, electronic information, etc.)
- Read and comprehend a range of texts (instructions, news articles, poetry, novels, short stories, etc.)

- Benchmark: 5.3.2 Read to perform a task

### Indicators:

- Read and understand information to perform a specific task (schedules, maps, instructions, magazines, newspapers, dictionaries, glossaries, encyclopedias, bibliographies, etc.)
- Follow written directions

- Benchmark: 5.3.3 Read for literary experience

### Indicators:

- Read and respond to, and evaluate a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poetry, plays, biographies, etc.)
- Read, discuss and use literature to understand a variety of perspectives, cultures, and issues
- Begin to identify recurring themes in literature such as conflict and struggle

- Benchmark: 5.3.4 Develop interests and share reading experiences

### Indicators:

- Recommend books to others
- Share reading experience with others
- Select books on topics of interest

### ○ STANDARD 4

The learner sets goals and evaluates progress to improve reading.

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 5.4.1 Assess strengths and need for improvement

Indicators:

- Set reading goals and develop strategies to meet them
- Use projects, lab reports, short essays, research projects, multimedia presentations and portfolios to evaluate progress

- Benchmark: 5.4.2 Seek and offer feedback to improve reading

Indicators:

- Ask for feedback and use it as needed

### Grade 6

- STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 6.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- Use language structure to understand reading materials including; sentence structure, prefixes, suffixes, contractions, and simple abbreviations
- Use appropriate reading strategies to adapt reading to different types of text, to comprehend words and ideas including self-correcting, re-reading, reading on, and slowing down
- Work on using word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
- Begin to apply text for a specific purpose

- Benchmark: 6.1.2 Build vocabulary through reading

Indicators:

- Construct general and specialized vocabularies through reading
- Continue to use context clues to build vocabulary
- Use environmental print and graphics to support vocabulary development

- Benchmark: 6.1.3 Read fluently, Adjusting reading for purpose and material

Indicators:

- Read both orally and silently with ease
- adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail

- Benchmark: 6.1.4 Understand elements of literature - fiction, non-fiction, poetry, drama

Indicators:

- Identify literary devices (figurative language, exaggeration, humor, irony, dialogue)

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Understand paragraphs and chapters
- Identify literary elements (plot, characters, setting, theme, point of view, conflict, resolution)

### ○ STANDARD 2

The student understands the meaning of what is read

- Benchmark: 6.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate comprehension of complex texts including fiction, non-fiction, information, and task-oriented text
- Continue to identify and comprehend the main ideas and supporting facts and details
- Summarize ideas in own words
- Link characters, events and information to prior knowledge, previous experience, and current issues to increase understanding
- Make, confirm, and revise predictions and inferences based on the text

- Benchmark: 6.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Compare, contrast, and make connections within and among several texts (e.g., graphic organizers)
- Use logical sequence to accurately retell stories: order and/or sequence parts of text
- Begins to identify biases portrayed in published texts with emphasis on gender, age, and ethnic stereotyping

- Benchmark: 6.2.3 Think critically and analyze author's use of language, style, purpose, and perspective

- Separate fact from opinion
- Recognize that authors make language choices to influence an audience
- Begin to evaluate an author's effectiveness for a chosen audience
- Recognize the author's point of view, tone and use of persuasive devices
- Apply information gained from reading to give a response and express insight
- Begin to make connections beyond the text to other texts, ideas, or situations
- Evaluate published works using Six-Trait model
- Recognize, in written text, the qualities of excellent writing based on Six-Trait model

### ○ STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 6.3.1 Read to learn new information

Indicators:

- Observe and use signs, labels, and instructions
- Evaluate the appropriateness of a variety of resource materials for a specific task



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Understand and use materials to investigate a topic (encyclopedias, dictionaries, newspapers, magazine articles, etc.)
- Read and comprehend a range of texts fluently (instructions, news articles, poetry, novels, short stories, text books, etc.)

- Benchmark: 6.3.2 Read to perform a task

Indicators:

- Read and understand information to perform a specific task (schedules, maps, instructions, travel books, etc.)
- Follow written directions

- Benchmark: 6.3.3 Read for literary experience

Indicators:

- Read, respond to, and evaluate poetry, short stories, novels, advertisements, newspaper articles
- Use literature to understand own perspective, other's ideas and world views
- Identify patterns and recurring themes in literature such as: identity, conflict, courage

- Benchmark: 6.3.4 Develop interests and share reading experiences

Indicators:

- Select books on topics of interest
- Express reasons for recommending books to others
- Share reading experiences with others

- STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmark: 6.4.1 Assess strengths and need for improvement

Indicators:

- Set reading goals and develop strategies to meet goals and monitor progress
- Use a variety of strategies to monitor reading progress in order to develop comprehension skills

### Grade 7

- STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 7.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- Use language structure to understand reading materials including: sentence structure, prefixes, suffixes, contractions, and simple abbreviations
- Use a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading on, and slowing down

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
- Analyze text for a specific purpose
- Interpret general and specialized vocabulary critical to the meaning of the text

- Benchmark: 7.1.2 Build vocabulary through reading

Indicators:

- Continue to use context clues to build vocabulary
- Construct general and specialized vocabularies through reading
- Use environmental print and graphics to support vocabulary development

- Benchmark: 7.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read both orally and silently with ease
- Adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail

- Benchmark: 7.1.4 Understand elements of literature - fiction, non-fiction, poetry, drama

Indicators:

- Identify and analyze literary devices (figurative language, exaggeration, humor, irony, dialogue)
- Understand sentence structure, paragraphs and chapters
- Identify and analyze literary elements plot, characters, setting, theme, point of view, conflict, resolution
  - Form
  - Sound
  - Imagery
  - Speaker
  - Drama
  - Stage direction
  - Autobiographies

- STANDARD 2

The student understands the meaning of what is read

- Benchmark: 7.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate comprehension of complex texts including fiction, non-fiction, information, and task-oriented text
- Readily identify and comprehend the main ideas and supporting facts and details
- Summarize ideas in own words
- Link characters, events and information to prior knowledge, previous experience, and current issues to increase understanding
- Make, confirm, and/or revise predictions and inferences based on the text

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: 7.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Compare, contrast, and make connections within and among several texts
- Use logical sequence to accurately retell stories; order and/or sequence parts of text

- Benchmark: 7.2.3 Think critically and analyze authors use of language, style, purpose, and perspective

Indicators:

- Evaluate the author's purpose
- Recognize that authors make language choices to influence an audience
- Evaluate an authors effectiveness for a chosen audience
- Recognize the author's point of view, tone and use of persuasive devices
- Apply information gained from reading to give a response and express insight
- Make connections beyond the text to other texts, ideas, or situations
- Evaluate reasoning and ideas related to a text
- Evaluate published works using Six-Trait model

- STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 7.3.1 Read to learn new information

Indicators:

- Observe and use signs, labels, and instructions
- Evaluate the appropriateness of a variety of resource materials for a specific task
- Understand and use materials to investigate a topic (dictionaries, thesaurus, web pages, encyclopedias, newspapers, magazine articles, etc.)
- Read and comprehend a range of texts fluently (instructions, news articles, poetry, novels, short stories, electronic information, text books, etc.)

- Benchmark: 7.3.2 Read to perform a task

Indicators:

- Read and understand information to perform a specific tasks
- Follow written directions

- Benchmark: 7.3.3 Read for literary experience

Indicators:

- Read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, short stories, novels, non-fiction narratives, plays)
- Read, discuss, and use literature to understand a variety of perspective of self, others and world issues
- Identify recurring themes in literature such as identity, conflict, social and economic issues

- Benchmark: 7.3.4 Develop interests and share reading experiences

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

Indicators:

- Express reasons for recommending books to others
- Share reading experiences with others
- Select books on topics of interests

○ STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmarks: 7.4.1 Assess strengths and need for improvement

Indicators:

- Use a variety of strategies to monitor reading progress and to develop comprehension and fluency
- Set reading goals and develop strategies to meet goals and monitor progress

### Grade 8

○ STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 8.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Apply phonetic principles to read, including sounding out, using initial letters, and using common letter patterns to make sense of whole words
- Use language structure to understand reading materials including; sentence structure, prefixes, suffixes, contractions, and simple abbreviations
- Integrate appropriate reading strategies to adapt reading to different types of text
- Use a variety of strategies to comprehend words and ideas in increasing complex texts including self-correcting, re-reading, reading on, and slowing down
- Understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
- Synthesize information from a variety of sources
- Identify technical and specialized terms and determine the meaning of multiple meaning words

- Benchmark: 8.1.2 Build vocabulary through reading

Indicators:

- Continue to use context clues to build vocabulary
- Examine and increase vocabulary relevant to specific contexts

- Benchmark: 8.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read fluently focusing on text details when necessary to maintain meaning
- Read at different speeds, using scanning and/or careful reading as appropriate

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 8.1.4 Understand elements of literature - fiction, non-fiction, poetry, drama

Indicators:

- Identify the following literary devices to enhance comprehension and better understand authors purpose: Alliteration, allusion, exaggeration, figurative language, point of view, flashback, foreshadowing, personification, setting, style symbol, tone, voice
- Fiction
- Identify and analyze the elements of fiction: character, setting, plot, and theme
- learn/apply effective strategies for reading fiction
- identify and understand the elements of literary non-fiction: autobiographies, biographies
- separate facts from opinion
- learn/apply effective strategies for reading nonfiction
- identify and understand the elements of poetry: form, sound, imagery, figurative language
- develop effective strategies for reading poetry
- Identify and analyze the elements of drama: plot, characters, dialogue and stage directions

- STANDARD 2

The student understands the meaning of what is read

- Benchmark: 8.2.1 Comprehend important ideas and details

Indicators:

- Demonstrate comprehension of varied texts, specially complex narratives
- Summarize the main idea and supporting facts and details with evidence from reading
- Make predictions and inferences about various texts based on a synthesis from previous read selections

- Benchmark: 8.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Critically compare, contrast, and connect ideas within and among a broad range of texts
- Use logical sequence to accurately retell stories: order and/or sequence parts of text

- Benchmark: 8.2.3 Think critically and analyze authors use of language, style, purpose, and perspective

Indicators:

- Draw conclusions based on the validity and accuracy of what is read
- Explain how an author uses language to influence different audiences
- Analyze and evaluate authors effectiveness for different audiences
- Detect bias, stereotype, over generalization, association, and other devices used by the author to influence an audience
- Apply information gained from reading to give a response and express insight

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Analyze ideas and concepts within, among and beyond multiple texts
- Analyze and interpret reasoning and ideas related to multiple texts
- Evaluate published works using Six-Trait model

### ○ STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 8.3.1 Read to learn new information

Indicators:

- Observe and use signs, labels, and instructions
- Organize information from resource materials and communicate findings effectively
- Locate, analyze, and interpret material to investigate a question, topic or issue (encyclopedias and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
- Read, analyze and interpret a full range of texts fluently (news articles, poetry, novels, short stories and electronic information)

- Benchmark: 8.3.2 Read to perform a task

indicators:

- Understand and follow complex information to perform a specific task
- Follow written directions

- Benchmark: 8.3.3 Read for literary experience

Indicators:

- Read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, short stories, novels, biographies, non-fiction narratives, plays)
- Read critically to analyze, compare and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues
- Analyze recurring themes in literature such as human interaction, identity, conflict, social and economic issues

- Benchmark: 8.3.4 Develop interests and share reading experiences

Indicators:

- Share knowledge gained through reading with others
- Select books on topics of interest
- Read independently for a variety of reasons

### ○ STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmark: 8.4.1 Assess strengths and need for improvement

Indicators:

- Solve problems, monitor progress and direct own reading
- Set goals and take individual responsibility to form a plan for improvement

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Grade 9

#### ○ STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 9.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Use a variety of word identification and meaning strategies including word origins, prefixes, suffixes, roots and derivatives
- Increase reading strategies by studying vocabulary from literature
- Identify and discuss student reading strategies
- Know how to monitor and adjust strategies to comprehend
- Make predictions and confirm/modify predictions while reading

- Benchmark: 9.1.2 Build vocabulary through reading

Indicators:

- Use reading strategies and context clues to increase vocabulary
- Develop vocabulary through reading and study of texts
- Use supplemental sources to increase vocabulary

- Benchmark: 9.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read fluently, adjusting reading for purpose and material
- Read fluently, focusing on text details only to regain meaning
- Read at different speeds, using scanning and/or careful reading as appropriate

- Benchmark: 9.1.4 Understand elements of literature - fiction and non-fiction

Indicators:

- Read, respond to, and discuss a variety of fiction and non-fiction
- Identify or explain elements of fiction or non-fiction (character, plot, conflict, point of view, setting and theme), thesis, etc.
- Identify literacy device

- Benchmark: 9.1.5 Use computer software

Indicators:

- Locate specific information to pursue an interest or complete a project.
- Read, analyze, and use information materials to demonstrate understanding
- Use complex organizational features of printed text (title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
- Use organizational features of electronic information as it becomes available
- Cite sources using MLA standards and apply to research

#### ○ STANDARD 2

The student understands the meaning of what is read

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 9.2.1 Comprehend important ideas and details

Indicators:

- Increase comprehension of technical materials, complex narratives, and exposition
- Identify main idea and supporting details
- Summarize with evidence from text
- Generate question from reading using prior knowledge
- Use prior knowledge of issues, characters, events, and information to extend understanding
- Make inferences and predictions based on reading

- Benchmark: 9.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Compare and contrast information and ideas within a range of texts
- Make connections within and among texts
- Separate fact from opinion
- Begin to analyze, interpret, and evaluate ideas and concepts within and among texts
- Assert a literary thesis and support it

- Benchmark: 9.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- Identify authors purpose and effectiveness
- Explain how authors use language to influence
- Explain how fiction and nonfiction material carry authors' thoughts and feelings
- Explore how bias, stereotypes, over-generalization, association, and other devices can influence readers

- STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 9.3.1 Read to learn new information

Indicators:

- Locate and use appropriate material to investigate a question, topic or issue
- Follow printed instructions (schedules, recipes, directions)
- Interpret visual information
- Read information expository, and persuasive genres

- Benchmark: 9.3.2 Read to perform a task

Indicators:

- Evaluate appropriateness of research material to task
- Use effective strategies to locate and organize technical information
- Understand and follow increasing complex printed information (research projects, career, personal interests)



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Organize information from resource materials in order to communicate effectively

- Benchmark: 9.3.3 Read for literary experience

Indicators:

- Understand different points of view
- Relate character, event, and/or information to personal experience
- Read to understand re-occurring themes in literature
- Read both fiction and nonfiction to improve understanding of issues
- Read contemporary and enduring works of literature
- Explore political systems to understand historical and current issues
- Compare and contrast diverse text to better understand issues

- Benchmark: 9.3.4 Develop interests and share reading experiences

Indicators:

- self-select reading material
- read independently for a variety of reasons
- read widely and frequently
- share literary experiences

- STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmark: 9.4.1 Assess strengths and needs for improvement

Indicators:

- Use strategies to solve reading problems, monitor progress and direct own reading
- Set goals and select strategies to meet them
- Choose materials appropriate to tasks and reading level
- Reflect on, assess, and direct personal reading

- Benchmark: 9.4.2 Seek and offer feedback to improve reading

Indicators:

- Discuss the use of reading strategies with others
- Use reading standards to evaluate reading effectiveness
- Use applied academic and technical standards to evaluate and improve reading

### Grade 10

- STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 10.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Understand and apply reading strategies including word origins, word roots, prefixes and suffixes, derivatives.

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Identify technical and specialized terms
- Read and comprehend text that is removed from personal experience
- Make connections between what is knowledge and what is new
- Use a full range of strategies to comprehend words and ideas (self-correct, reread, read on, slow down)

- Benchmark: 10.1.2 Build vocabulary through reading

Indicators:

- Explain how word usage and meaning can change in different contexts, cultures, and communities
- Increase reading skills by studying vocabulary from texts and supplemental materials

- Benchmark: 10.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read fluently, focusing on text details only to regain meaning
- Read at different speeds, using scanning and/or careful reading when appropriate

- Benchmark: 10.1.4 Understand elements of literature - fiction and non fiction

Indicators:

- Read, respond to, and discuss a variety of fiction and non-fiction
- Analyze use of literary devices
- Continue to analyze elements of fiction and non-fiction

- Benchmark: 10.1.5 Use computer software

Indicators:

- Locate specific information to pursue an interest or complete a project; cite sources of information with MLA standards
- Read, analyze, and use information materials to demonstrate understanding
- Use complex organizational features of printed text (title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
- Use organizational features of electronic information as it becomes available
- Cite sources using MLA standards and apply to research

- STANDARD 2

The student understands the meaning of what is read

- Benchmark: 10.2.1 Comprehend important ideas and details

Indicators:

- Increase comprehension of technical materials, complex narratives, and exposition
- Identify main idea and supporting details
- Summarize with evidence from text
- Generate question from reading using prior knowledge
- Use prior knowledge of issues, characters, events, and information to extend

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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understanding

- Make inferences and predictions based on reading

- Benchmark: 10.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Compare and contrast information and ideas within a range of texts
- Make connections within and among texts
- Separate fact from opinion
- Continue to analyze, interpret, and evaluate ideas and concepts within and among texts
- Assert a literary thesis and support it

- Benchmark: 10.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- Identify authors purpose and effectiveness
- Explain how authors use language to influence
- Explain how fiction and nonfiction material carry authors' thoughts and feelings
- Explore how bias, stereotypes, over-generalization, association, and other devices can influence readers
- Identify and understand historical context of material in relation to author's intent.

- STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 10.3.1 Read to learn new information

Indicators:

- Locate, understand and interpret material across the curriculum to investigate a question, topic or issue:
  - public documents
  - graphs and charts
  - encyclopedia
  - journals
  - newspapers
- Continue to read a variety of genres
- Continue to analyze, interpret and evaluate ideas and concepts in text

- Benchmark: 10.3.2 Read to perform a task

Indicators:

- Read increasingly complex printed information to perform tasks (completing projects and accessing electronic media)
- Organize information from resource materials in order to communicate effectively such as:
  - citations
  - parenthetical documentation

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- CD ROM information systems
- electronic databases
- Benchmark: 10.3.3 Read for literary experience  
  
Indicators:
  - Analyze themes and central ideas to understand a variety of perspectives
  - Understand recurring themes in literature such as human interaction and personal identity and apply to analysis
  - Read traditional and contemporary literature to understand significant ideas, recurring themes and issues
- Benchmark: 10.3.4 Develop interests and share reading experiences  
  
Indicators:
  - Self-select reading material
  - Read independently for a variety of reasons
  - Read widely and frequently
  - Share literary experiences
- STANDARD 4  
The learner sets goals and evaluates progress to improve reading.
  - Benchmark: 10.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Identify problems, monitor progress, and direct own reading
    - Set goals and take responsibility for own literacy
  - Benchmark: 10.4.2 Seek and offer feedback to improve reading  
  
Indicators:
    - Seek and offer feedback to improve reading and reading strategies
    - Apply literacy and language standards to evaluate and improve reading for self

### Grade 11

- STANDARD 1  
The learner understands and uses different reading skills and strategies to read.
  - Benchmark: 11.1.1 Use word recognition and word meaning skills to read and comprehend text  
  
Indicators:
    - Use language structure to understand text
    - Use appropriate reading techniques for different texts
    - Understand and apply reading strategies
  - Benchmark: 11.1.2 Build vocabulary through reading  
  
Indicators:
    - Recognize subtle differences in meaning

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Apply words learned in oral and written context
- Recognize vocabulary as relevant to different communities/context/cultures
- Increase reading skills by studying vocabulary from texts and supplemental material

- Benchmark: 11.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read fluently, adjusting reading for purpose and material
- Read fluently, focusing on text details only to regain meaning
- Read at different speeds, using scanning and/or careful reading as appropriate

- Benchmark: 11.1.4 Understand elements of literature - fiction and non-fiction

Indicators:

- Analyze use of literary devices as they appear in literature/fiction
- Analyze organizational structure: sentence structure, paragraphs, chapters, stanza, etc.

- Benchmark: 11.1.5 Use computer software

Indicators:

- Locate specific information to pursue an interest or complete a project; cite sources of information with MLA standards
- Read, analyze, and use information materials to demonstrate understanding
- Use complex organizational features of printed text (title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
- Use organizational features of electronic information as it becomes available
- Cite sources using MLA standards and apply to research

- STANDARD 2

The student understands the meaning of what is read

- Benchmark: 11.2.1 Comprehend important ideas and details

Indicators:

- Increase comprehension of technical materials, complex narratives, and exposition
- Identify main idea and supporting details
- Summarize with evidence from text
- Generate question from reading using prior knowledge
- Use prior knowledge of issues, characters, events, and information to extend understanding
- Make inferences and predictions based on reading

- Benchmark: 11.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Critically compare, contrast, and connect ideas within and among a broad range of texts

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 11.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- Draw conclusions based on the validity and accuracy of what is read
- Explain how an author uses diction to influence different audiences
- Evaluate and analyze authors' effectiveness for different audiences
- Detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience

- STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 11.3.1 Read to learn new information

Indicators:

- Locate, analyze and interpret materials to investigate a question, topic, or issue using encyclopedia, newspaper, reference materials, etc.
- continue to read a variety of genres

- Benchmark: 11.3.2 Read to perform a task

Indicators:

- Understand and interpret complex information to perform tasks for a specific audience and purpose (e.g. schedules, maps, recipes, consumer reports, catalogs, job applications, etc.)

- Benchmark: 11.3.3 Read for literary experience

Indicators:

- Read, respond to, and evaluate a variety of traditional and contemporary literature
- Read critically to analyze, compare and contrast works of various authors
- Read critically to analyze and understand multiple perspectives and issues of self, others, and the world.

- Benchmark: 11.3.4 Develop interests and share reading experiences

Indicators:

- self-select reading material
- read independently for a variety of reasons
- read widely and frequently
- share literary experiences

- STANDARD 4

The learner sets goals and evaluates progress to improve reading.

- Benchmark: 11.4.1 Assess strengths and need for improvement

Indicators:

- Set goals to accomplish reading
- Monitor own reading

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 11.4.2 Seek and offer feedback to improve reading

Indicators:

- Apply academic standards to evaluate and improve reading

### Grade 12

- STANDARD 1

The learner understands and uses different reading skills and strategies to read.

- Benchmark: 12.1.1 Use word recognition and word meaning skills to read and comprehend text

Indicators:

- Use language structure to understand text
- Use appropriate reading techniques for different texts
- Understand and apply reading strategies

- Benchmark: 12.1.2 Build vocabulary through reading

Indicators:

- Recognize subtle differences in meaning
- Apply words learned in oral and written context
- Recognize vocabulary as relevant to different communities/context/cultures
- Increase reading skills by studying vocabulary from texts and supplemental materials

- Benchmark: 12.1.3 Read fluently, adjusting reading for purpose and material

Indicators:

- Read fluently, focusing on text details only to regain meaning
- Read at different speeds, using scanning and/or careful reading when appropriate

- Benchmark: 12.1.4 Understand elements of literature - fiction and non fiction

Indicators:

- analyze use of literary devices as they appear in literature/fiction
- Analyze organizational structure: sentence structure, paragraphs, chapters, stanza, etc.

- Benchmark: 12.1.5 Use computer software

Indicators:

- Locate specific information to pursue an interest or complete a project; cite sources of information with MLA standards
- Read, analyze, and use information materials to demonstrate understanding
- Use complex organizational features of printed text (title, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
- Use organizational features of electronic information as it becomes available
- Cite sources using MLA standards and apply to research

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### ○ STANDARD 2

The student understands the meaning of what is read

- Benchmarks: 12.2.1 Comprehend important ideas and details

Indicators:

- Increase comprehension of technical materials, complex narratives, and exposition
- Identify main idea and supporting details
- Summarize with evidence from text
- Generate questions from reading using prior knowledge
- Use prior knowledge of issues, characters, events, and information to extend understanding
- Make inferences and predictions based on reading

- Benchmark: 12.2.2 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- Critically compare, contrast, and connect ideas within and among a broad range of texts

- Benchmark: 12.2.3 Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- Draw conclusions based on the validity and accuracy of what is read
- Explain how an author uses diction to influence different audiences
- Evaluate and analyze authors' effectiveness for different audiences
- Detect bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience

### ○ STANDARD 3

The student reads different materials for a variety of purposes

- Benchmark: 12.3.1 Read to learn new information

Indicators:

- Locate, analyze, and interpret materials to investigate a question, topic, or issue using encyclopedia, newspaper, reference materials, etc.
- continue to read a variety of genres

- Benchmark: 12.3.2 Read to perform a task

Indicators:

- Understand and interpret complex information to perform tasks for a specific audience and purpose

- Benchmark: 12.3.3 Read for literary experience

Indicators:

- Read, respond to, and evaluate a variety of traditional and contemporary literature
- Read critically to analyze, compare and contrast works of various authors



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Read critically to analyze and understand multiple perspectives and issues of self, others, and the word
- Benchmark: 12.3.4 Develop interests and share reading experiences  
  
Indicators:
  - Self-select reading material
  - Read independently for a variety of reasons
  - Read widely and frequently
  - Share literary experiences
- STANDARD 4  
The learner sets goals and evaluates progress to improve reading.
  - Benchmark: 12.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Set goals and directions to accomplish reading
    - Monitor own progress
  - Benchmark: 12.4.2 Seek and offer feedback to improve reading  
  
Indicators:
    - Apply academic standards to evaluate and improve reading for self and others

## Writing

### Pre-Kindergarten

- STANDARD 1  
The learners writes in a variety of forms for different audiences and purposes.
  - Benchmark: PK.1.1 Write to communicate  
  
Indicators:
    - Communicates ideas through drawings
    - Dictate to label items or state a message
    - Prints own name
  - Benchmark: PK.1.2 Write for different purposes  
  
Indicators:
    - Begin to draw for different purposes such as:
      - dictate to tell about something
      - label something
      - name something
      - tell what happened
      - describe something
      - print own name
  - Benchmark: PK.1.3 Write in a variety of forms

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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Indicators:

- Be introduced to various forms of writing through read alouds
- Begin writing using a variety of forms:
- Class books (sentence frames)

- Benchmark: PK.1.4 Use technology as a tool in writing

Indicators:

- N/A

○ STANDARD 2

The learner understands and uses the steps of the writing process.

- Benchmarks: PK. 2.1 Pre-write

Indicators:

- Begin to brainstorm to generate ideas to recall experiences
- Recognize the difference between picture and print
- Scribble writing and some random letters to represent words
- Use children’s literature as a basis for “writing”

- Benchmark: PK. 2.2 Draft

Indicators:

- Use drawings to convey a message

- Benchmark: PK.2.3 Share-Respond

Indicators:

- Tell stories about pictures
- Share drawings with others

- Benchmark: PK.2.4 Revise-Edit

Indicators:

- N/A

- Benchmark: PK.2.5 Publish

Indicators:

- N/A

- Benchmark: PK.2.6 Reflect

Indicators:

- N/A

○ STANDARD 3

The learner writes clearly and effectively.

- Benchmark: PK.3.1 Ideas, Content, and Organization

Indicators:

- Draws ideas with details
- Begin to dictate stories about own experiences

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: PK.3.2 Voice, Word Choice, and Sentence Fluency

Indicators:

- Begins to communicate experiences (feelings and personal preferences) in illustrations and orally
- Be introduced to the concept of audience

- Benchmark: PK.3.3 Conventions

Indicators:

- Use drawings for written statement
- Print own name from left to right using appropriate capital and lower case letters

## Kindergarten

- STANDARD 1

The learners writes in a variety of forms for different audiences and purposes.

- Benchmark: K.1.1 Write for different audiences

Indicators:

- Be introduced to the concept of an audience
- Share writing/drawing/scribbling with others
- Be introduced to the concept of publishing though class books, posters, etc.

- Benchmark: K.1.2 Write for different purposes

Indicators:

- Begin to write/draw for different purposes such as:
  - tell about something
  - label something
  - name something
  - tell what happened
  - describe something
  - prints first and last name

- Benchmark: K.1.3 Write in a variety of forms

Indicators:

- Be introduced to various forms of writing through read alouds
- Begin writing using a variety of forms:
  - class books (sentence frames)
  - lists
  - journals
  - temporary spelling

- Benchmark: K.1.4 Use technology as a tool in writing

Indicators:

- Use painting and drawing tools
- Use basic word processing

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### ○ STANDARD 2

The learner understands and uses the steps of the writing process.

#### ▪ Benchmark: K.2.1 Pre-write

Indicators:

- Use drawings/scribbles/letters to generate ideas for writing
- Brainstorm
- Generate ideas by recalling experiences
- Be introduced to organization and planning of writing through group interactive writing
- Use children's literature as a basis for writing

#### ▪ Benchmark: K2.2 Draft

Indicators:

- Use pictures/scribbles/writing to convey a message

#### ▪ Benchmark: K.2.3 Share-Respond

Indicators:

- Pretend to read own writing
- Listen while others share writing
- Begin to offer positive feedback on others' writing

#### ▪ Benchmark: K.2.4 Revise-Edit

Indicators:

- Read back own work

#### ▪ Benchmark: K.2.5 Publish

Indicators:

- Publish writing in a variety of ways:
  - posters
  - cards / notes
  - class books
  - share writing with others

#### ▪ Benchmark: K.2.6 Reflect

Indicators:

- Begin to view self as a writer
- Be introduced to six-trait writing terminology through oral language and read alouds

### ○ STANDARD 3

The learner writes clearly and effectively.

#### ▪ Benchmark: K.3.1 Ideas, Content, and Organization

Indicators:

- Illustrate ideas with details

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Be introduced to sequence patterns
- Dictate stories about experiences
- Benchmark: K.3.2 Voice, Word Choice, and Sentence Fluency  
  
Indicators:
  - Communicate experiences (feelings and personal preferences) in illustrations and orally
  - Be introduced to literature with a variety of voices (through read alouds)
  - Be introduced to the concept of audience
  - Be introduced to the concept of a sentence
  - Be introduced/listen for rhyme, rhythm and patterns through read alouds
- Benchmark: K.3.3 Conventions  
  
Indicators:
  - Use drawings for written statement
  - Begin to use, with some assistance, appropriate conventions of written language (may write a word using one, two or three letters)
  - Print from left to right and top to bottom progression
  - Print capital and lower case letters (often will write with only upper case letters)
  - Write own name, using appropriate capital and lower case letters
  - Write words to accompany drawings or picture
  - Begin to identify and use simple punctuation and other writing mechanics
  - Copy print from environment
  - Manipulate writing and drawing tools effectively (pencil, crayon)

## Grade 1

- STANDARD 1  
The learners writes in a variety of forms for different audiences and purposes.
  - Benchmark: 1.1 1 Write for different audiences  
  
Indicators:
    - Use drawings for written statement
    - Begin to use, with some assistance, appropriate conventions of written language (may write a word using one, two or three letters)
    - Print from left to right and top to bottom progression
    - Print capital and lower case letters (often will write with only upper case letters)
    - Write own name, using appropriate capital and lower case letters
    - Write words to accompany drawings or picture
    - Begin to identify and use simple punctuation and other writing mechanics
    - Copy print from environment
    - Manipulate writing and drawing tools effectively (pencil, crayon)
  - Benchmark: 1.1.2 Write for different purposes  
  
Indicators:
    - Write in response to a teacher prompt (i.e. journal entry)

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Begin writing stories
- Practice writing for different purposes such as:
  - Tell about something
  - Label something
  - Name something
  - Tell what happened
  - Describe something
- Benchmark: 1.1.3 Write in a variety of forms  
  
Indicators:
  - Be introduced to various forms of writing through read alouds
  - Begin/practice writing using a variety of forms:
    - Lists
    - Journals
    - Fiction
    - Poetry
    - Reports
    - Letters
- Benchmark: 1.1.4 Use technology as a tool in writing  
  
Indicators:
  - Create stories using appropriate software (kids works)
  - Dictate writing (word processing)
  - Illustrate writing using simple drawing software
  - E-mail pen pals between 1st grade classes at CMS
- STANDARD 2  
The learner understands and uses the steps of the writing process.
  - Benchmarks: 1.2.1 Pre-write  
  
Indicators:
    - Participate in prewriting activities: brainstorming, shared story, shared experience, art, role-playing, webbing, graphic organizers, illustrations, discussion
    - Use children’s literature as a basis for writing
    - Select and organize ideas
  - Benchmark: 1.2.2 Draft  
  
Indicators:
    - Copy print
    - Use beginning, middle, and ending consonants to make words
    - Use own drawings, vocabulary, and spelling to create text
    - Complete pattern sentences
    - Dictate own story
    - Write simple stories
  - Benchmark: 1.2.3 Share-Respond  
  
Indicators:

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Give positive comments to author
    - Ask questions of the author
  - Benchmark: 1.2.4 Revise-Edit  
  
Indicators:
    - Be introduced to revision through demonstration and modeling
    - Begin to revise sentences
    - Read back own work
    - Be introduced to editing (capitalization, punctuation, period, question mark)
  - Benchmark: 1.2.5 Publish  
  
Indicators:
    - Select works to be published
    - Be introduced to a variety of publishing formats
    - Be introduced to use of technology to publish text when appropriate
    - Share writing with others
    - Write story in legible (best) handwriting to be published
  - Benchmark: 1.2.6 Reflect  
  
Indicators:
    - Discuss own writing
    - Refer to self as writer
    - Read and reflect on positive feedback
- STANDARD 3  
The learner writes clearly and effectively.
- Benchmark: 1.3.1 Ideas, Content, and Organization  
  
Indicators:
    - Imitate text patterns
    - Use a beginning statement to identify topic
    - Express ideas on a single topic
    - Sequence events in story
    - Express ideas with recognizable words, and sentences
  - Benchmark: 1.3.2 Voice, Word Choice, and Sentence Fluency  
  
Indicators:
    - Communicate own feelings and personal preferences in illustrations and writing
    - Begin to describe own experiences in writing
    - Practice writing for a specific audience
    - Be introduced to patterned text through read alouds and class books (sentences frames)
    - Be introduced to the concept of interesting language and tone in literature through read alouds
    - Be introduced to a variety of sentence structures in a variety of text (pattern books, non-fiction, poetry, fairy tales)

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 1.3.3 Conventions

Indicators:

- Print legible and correctly, with spaces between words
- Use beginning writing mechanics (capitals, periods, question marks) when constructing complete sentences
- Use correct spelling for high frequency words and simple words with regular spelling patterns
- Use temporary spelling for unknown words and irregular high frequency words

## Grade 2

- STANDARD 1

The learners writes in a variety of forms for different audiences and purposes.

- Benchmark: 2.1.1 Write for different audiences

Indicators:

- Be introduced to concept of being aware of audience needs and writing to meet specific audience needs
- Read writing to others
- Continue to publish own writing (class book, individual books)

- Benchmark: 2.1.2 Write for different purposes

Indicators:

- Write in response to a teacher prompt
- Write to tell a story
- Practice writing for different purposes such as:
  - tell about something
  - name something
  - tell what happened
  - describe something

- Benchmark: 2.1.3 Write in a variety of forms

Indicators:

- Continue to be introduced to various forms of writing through read alouds
- Continue writing using forms introduced in first grade
  - list
  - journals
  - fiction
  - non-fiction
  - poetry
  - reports
  - letters

- Benchmark: 2.1.4 Use technology as a tool in writing

Indicators:

- Continue to create stories using appropriate software (kids words)
- Publish a paragraph using computer word processing



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Illustrate writing using drawing software
- Begin to use computerized reference resources
- Benchmark: 2.1.5 Write to inform (expository)  
  
Indicators:
  - Write a how-to paragraph using time order words to put steps in logical order
  - Write a summary of factual material that includes story elements
  - Write a factual report reflecting literal understanding of the topic
  - Write explanation of problem solving strategies
- Benchmark: 2.1.6 Write narratives (write to tell a story)  
  
Indicators:
  - Write to tell a story
  - Include and describe setting, characters and events in detail
  - Include problem and solution
  - Include beginning, middle and end
  - Begin to use dialogue
- Benchmark: 2.1.7 Write a friendly letter  
  
Indicators:
  - Begin to write a friendly letter including date, greeting, body, closing, and signature
- STANDARD 2  
The learner understands and uses the steps of the writing process.
  - Benchmarks: 2.2.1 Pre-write  
  
Indicators:
    - Participate in prewriting activities: brainstorming, shared story, shared experience, art, role-playing, webbing, graphic organizers, illustrations, discussions
    - Use children’s literature as a basic for writing
    - Select and organize ideas
  - Benchmark: 2.2.2 Draft  
  
Indicators:
    - Copy print
    - Use beginning, middle, and ending consonants to make words
    - Use own drawings, vocabulary, and spelling to create text
    - Complete pattern sentences
    - Dictate own story
    - Write simple stories using inventive spelling is necessary
  - Benchmark: 2.2.3 Share-Respond  
  
Indicators:
    - Give positive comments to author
    - Ask questions of the author

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 2.2.4 Revise-Edit  
  
Indicators:
  - Begin to revise/edit independently
  - Begin to use peers for revision and editing
  - Use teacher assistance for revision and editing
  - Begin to edit for spelling, punctuation (period, question mark, exclamation mark), capitalization (sentences or proper nouns)
  - Reread to check for missing or necessary words
  - Begin to use a dictionary
- Benchmark: 2.2.5 Publish  
  
Indicators:
  - Select works to be published
  - Begin to self select publishing options
  - Begin using technology when appropriate
  - Share writing with others
  - Write story in legible (best) handwriting for publishing
- Benchmark: 2.2.6 Reflect  
  
Indicators:
  - Continue to view self as a writer
  - Continue to understand need for revising and editing own work
  - Listen while others share writing
  - Accept and use feedback when appropriate
- STANDARD 3  
The learner writes clearly and effectively.
  - Benchmark: 2.3.1 Ideas, Content, and Organization  
  
Indicators:
    - Use details to enhance ideas
    - Develop understanding of sequence, with a clear beginning, middle and end choose own topic
    - Represent one main idea in text
    - Begin using a paragraph to organize text
  - Benchmark: 2.3.2 Voice, Word Choice, and Sentence Fluency  
  
Indicators:
    - Communicate own feelings and personal preferences in writing
    - Continue to practice describing own experiences through writing
    - Begin writing for a specific audience
    - Begin to use patterns and vocabulary from literature
    - Practice use of interesting language while writing
    - Begin using descriptive words in writing (adverbs and adjectives)
    - Practice use of a variety of sentence beginnings
    - Be introduced to and practice varying sentences lengths and types
    - Practice correct subject-verb agreement

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: 2.3.3 Conventions

Indicators:

- Continue to capitalize beginning of sentences and proper nouns
- Continue to use appropriate ending punctuation an sentence
- Transition from temporary to conventional spelling
- Write complete sentences
- Begin to use writing reference materials
- Reinforce the concept of nouns, adjectives and verbs

### Grade 3

- STANDARD 1

The student writes clearly and effectively

- Benchmark: 3.1.1 Develop concept and design: ideas and organization

Indicators:

- Add appropriate details
- Work to organize text with clear beginning, middle, and end
- Choose own topic
- Represent one main idea or topic in text
- Use paragraphs to organize text
- Be introduced to transitional words and phrases to facilitate logical order
- Write in a variety of genre

- Benchmark: 3.1.2 Use style appropriate to the audience and purpose: voice, word choice, and sentence fluency

Indicators:

- Communicate own ideas
- Describe own experiences
- Use colorful language to help create a tone or mood
- Begin to demonstrate awareness of the audience when selecting voice
- Use vocabulary from literature
- Use descriptive words in writing
- Use a variety of sentence beginnings, structures, and lengths
- Distinguish between a sentence and a phrase

- Benchmark: 3.1.3 Apply writing conventions

Indicators:

- Write complete sentences
- Use capitalization and end punctuation accurately in final draft
- Use correct subject-verb agreement
- Correctly spell age-level words
- Begin to use paragraphs with correct indention
- Begin to use correct cursive letter formation and legible handwriting
- Correctly identify nouns, verbs, adjectives and pronouns

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### ○ STANDARD 2

The student writes in a variety of forms for different audiences and purposes

- Benchmark: 3.2.1 Write for different audiences

Indicators:

- Write for familiar audiences (friends, teachers, relatives)
- Share writing with others
- Select own writing to publish

- Benchmark: 3.2.2 Write for different purposes

Indicators:

- Write in response to teacher's prompts
- Write for different purposes:
  - to inform (to narrate)
  - to tell what happened
  - to describe something
  - to learn summarizing paraphrasing, and reflecting
  - write for enjoyment (journal, friendly letter, own story)

- Benchmark: 3.2.3 Write in a variety of forms

Indicators:

- Write with range of forms (reports, stories, poems, journals, letters, reading responses, logs)

- Benchmark: 3.2.4 Write for real-life applications (narratives)

Indicators:

- Write an autobiography
- Write letters
- Make personal journal entries

### ○ STANDARD 3

The student understands and uses the steps of the writing process

- Benchmark: 3.3.1 Pre-write

Indicators:

- Make connections from prior knowledge and experience
- Brainstorm for ideas
- Begin to use a variety of graphic organizers
- Discuss ideas with others
- Discover and explore resources in school

- Benchmark: 3.3.2 Draft

Indicators:

- Write stories spelling grade-level words
- Continue to organize ideas (form complete phrases, sentences and thoughts)
- Structure thoughts coherently

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 3.3.3 Revise  
  
Indicators:
  - Share writing with others
  - Begin to use word processing skills to write and revise
  - Use six-trait model criteria when revising
  - Continue using peer and teacher editing
- Benchmark: 3.3.4 Edit  
  
Indicators:
  - Continue to edit for conventional spelling and grammar in final draft
  - Add missing or necessary words and or ideas as needed
  - Use dictionary, thesaurus, and other reference materials
  - Edit for proper capitalization and punctuation
- Benchmark: 3.3.5 Publish  
  
Indicators:
  - Select a display from and publish option (book, poster, etc.)
  - Use technology when appropriate and available
  - Share writing with familiar audience
  - Produce a legible final product
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 3.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - Continue to view self as a writer
    - Continue to understand need for revising and editing work
    - Use established six-trait scoring criteria to reflect on and improve writing
  - Benchmark: 3.4.2 Seek and offer feedback  
  
Indicators:
    - Offer constructive feedback using established six-trait terms
    - Accept and use feedback on own writing when appropriate

## Grade 4

- STANDARD 1  
The student writes clearly and effectively
  - Benchmark: 4.1.1 Develop concept and design: ideas and organization  
  
Indicators:
    - Include appropriate detail
    - organize text with clear beginning, middle, and end (spatial and sequential)
    - choose own topic
    - Represent one main idea or topic in text

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Use paragraphs to organize text
- Use transitional words and phrases to facilitate logical order
- Write in a variety of genres
- Introduce the use of examples of details, facts, and/or reason to support logical arguments

- Benchmark: 4.1.2 Use style appropriate to the audience and purpose: voice, work choice, and sentence fluency

Indicators:

- Communicate own perspective and ideas
- Describe experiences in a lively and confident manner
- Demonstrate awareness of audience when selecting voice
- Use patterns and vocabulary from literature
- Introduce and use figurative language and imagery
- Use words in more than one context
- Use voice appropriate to the purpose
- Use a variety of sentence beginnings, structures, and lengths

- Benchmark: 4.1.3 Apply writing conventions

Indicators:

- Write complete sentences
- Use capitalization and end punctuation accurately in final draft
- Use correct subject-verb agreement
- Spell age-level words correctly in rough draft
- Use paragraphs correctly
- Use correct cursive letter formation and legible handwriting
- Continue to develop concept of noun, verb, adjective, and pronoun
- Introduce adverbs, interjections, and helping and linking verbs

- STANDARD 2

The student writes in a variety of forms for different audiences and purposes

- Benchmark: 4.2.1 Write for different audiences

Indicators:

- Write for self, teacher, or other personally known audiences
- Show awareness of audience needs
- Share writing with others
- Select own writing to publish

- Benchmark: 4.2.2 Write for different purposes

Indicators:

- Write in response to teacher's prompt
- Write for different purposes including:
  - to tell about something (narrate / inform)
  - to tell what happened
  - to describe something
  - to learn summarizing, reflecting, paraphrasing and note taking
  - to imagine
  - to direct

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Write for enjoyment
- Write to satisfy need for statement
- Benchmark: 4.2.3 Write in a variety of forms  
  
Indicators:
  - Write using range of forms (reports, poetry, experiments, research reports, stories, narrative journal)
- Benchmark: 4.2.4 Write for real-life applications  
  
Indicators:
  - Identify the kinds of documents one might be required to write in real life
  - Write non-technical documents that could be used in a real life setting such as memos, letters, directions, recipes, biographies, and autobiographies.
  - Cite sources when writing reports or technical documents (title, author, URL for internet sources)
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 4.3.1 Pre-write  
  
Indicators:
    - Brainstorm ideas to enhance content
    - Use graphic organizers to plan
    - Generate ideas by recalling experiences
    - Explore resources in schools, libraries, and community
    - Use available technology (such as simple word-processor)
  - Benchmark: 4.3.2 Draft  
  
Indicators:
    - Form complete phrases, sentences, and thoughts
    - Structure thoughts coherently
  - Benchmark: 4.3.3 Revise  
  
Indicators:
    - Add appropriate language and/or graphics to enhance text and style
    - Use word processing to write and revise text (as available)
    - Use six-trait model scoring criteria when revising
    - Collect input from others
  - Benchmark: 4.3.4 Edit  
  
Indicators:
    - Add appropriate language and/or graphics to enhance text and style
    - Use word processing to write and revise text (as available)
    - Use six-trait model scoring criteria when revising
    - Collect input from others
  - Benchmark: 4.3.5 Publish

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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Indicators:

- Select publication options and display form (such as a book or poster)
- Use technology, when appropriate
- Keyboarding
- Simple graphics
- Media
- Share with appropriate audience
- Produce legible final product

○ STANDARD 4

The student analyzes and evaluates the effectiveness of written work

- Benchmark: 4. 4.1 Assess own strengths and need for improvement

Indicators:

- View self as a writer
- Use established six-trait criteria to reflect on and improve writing
- Continue to understand need for revising and editing work

- Benchmark: 4.4.2 Seek and offer feedback

Indicators:

- Offer positive feedback on others' writing using six-trait terms
- Accept and use feedback on own writing when appropriate

## Grade 5

○ STANDARD 1

The student writes clearly and effectively

- Benchmark: 5.1.1 Develop concept and design: ideas and organization

Indicators: Ideas

- Elaborate on detail without losing focus
- Begin to discriminate between essential and trivial information
- Increase variety of forms used (persuasive, descriptive, reports, poetry, book reports, creative writing)
- Use examples, details, facts, and/or reason to support logical arguments

Indicators: Organization

- Use appropriate organization structures
- Write coherent paragraphs with topic sentence, supporting details, and conclusion sentence
- Practice writing sequenced paragraph using effective transitional phrases and sentences

- Benchmark: 5.1.2 Use style appropriate to audience and purpose: voice

Indicators:

- Communicate own perspective using language that is lively, unique, and descriptive



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Develop use of dialogue in writing
- Experiment with voices for an expanding range of forms and audiences
- Benchmark: 5.1.3 Use style appropriate to audience and purpose: word choice  
  
Indicators:
  - Continue to use figurative language and introduce sound patterns
  - Begin to choose words, tone and dialect to create an effect
  - Begin to choose language that is precise, engaging, and well-suited to topic and audience
- Benchmark: 5.1.4 Use style appropriate to audience and purpose: sentence fluency  
  
Indicators:
  - Vary sentence beginnings, structures, and lengths
  - Develop recognition of sentence fragments and run-ons
- Benchmark: 5.1.5 Apply writing conventions  
  
Indicators:
  - Write complete sentences
  - Apply capitalization and end punctuation rules correctly
  - Continue to use commas and begin to use colons
  - Begin to correctly punctuate compound and complex sentences
  - Employ conventional usage (subject-verb agreement, verb tense agreement, correct use of pronouns, plurals, and possessives)
  - Spell conventionally
  - Begin to use textual markers (bullets, stanzas, paragraphing)
  - Write legibly
  - Correctly use nouns, verbs, adjectives, adverbs, pronouns, and interjections
  - Continue to practice using/identifying helping and linking verbs
  - Be introduced to conjunction and preposition
- STANDARD 2  
The student writes in a variety of forms for different audiences and purposes
  - Benchmark: 5.2.1 Write for different audiences  
  
Indicators:
    - Write for a range of people (peers, adults, children)
    - Write for the needs of a variety of audiences
    - Share writing with others
    - Select own writing to publish
  - Benchmark: 5.2.2 Write for different purposes  
  
Indicators:
    - Write for a range of purposes
    - to express feelings and personal opinions
    - to inform
    - to explain
    - to create

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- to persuade
  - Write for enjoyment
  - To learn note taking, summarizing, reflecting and paraphrasing
  - To narrate events
- Benchmark: 5.2.3 Write in a variety of forms  
  
Indicators:
  - Practice writing in a variety of forms (narrative, imaginative, expository, persuasive)
  - Begin to individually vary method, form and structure to fit audience and purpose
- Benchmark: 5.2.4 Write for real-life applications  
  
Indicators:
  - Write reports, recipes, directions, and letters
  - Cite sources according to CMS criteria
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 5.3.1 Pre-write  
  
Indicators:
    - Use a variety of strategies in preparation for writing (brainstorm, web, list, outline)
    - Gather relevant information from a variety of sources
    - Use available technology (such as simple word-processor)
  - Benchmark: 5.3.2 Draft  
  
Indicators:
    - Begin to summarize and paraphrase in own words
    - Write with focus on the topic
    - Compile information from resources; organize and sequence events
    - Sustain writing beyond one session
  - Benchmark: 5.3.3 Revise  
  
Indicators:
    - Confer with others to improve text by using feedback
    - Add and/or delete information and/or graphics as needed
    - Evaluate writing according to six-trait scoring criteria when revising
    - Use word processing to write and revise text (as available)
  - Benchmark: 5.3.4 Edit  
  
Indicators:
    - Correct common spelling errors
    - Correct mechanics and grammar with some help; edit for grade-level conventions (see 1.5)
    - Change sentence structure and adjust word choice

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Use appropriate reference tools (dictionary, thesaurus, and technology)
- Use common proofreading marks
- Benchmark: 5.3.5 Publish  
  
Indicators:
  - Select from a variety of publishing options (newspaper, bulletin boards, multi-media)
  - Use technology when appropriate (e.g., keyboarding, simple graphics)
  - Media
  - Share with appropriate audience (classmates, family, and others)
  - Demonstrate neatness in producing a legible final product
  - Produce legible final product
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 5.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - View self as a writer
    - Use six-traits to improve writing
    - Begin to assess own strength in writing, describing qualities that make writing effective
    - Become familiar with samples of effective writing in order to strengthen own writing
  - Benchmark: 5.4.2 Seek and offer feedback  
  
Indicators:
    - Offer constructive feedback on others' writing based on six trait model
    - Accept and use feedback for own writing when appropriate

## Grade 6

- STANDARD 1  
The student writes clearly and effectively
  - Benchmark: 6.1.1 Develop concept and design: ideas and organization  
  
Indicators: Ideas
    - Develop and maintain focus within a descriptive/persuasive paragraph
    - Ideas: Discriminate between essential and non-essential information
    - Learn and/or strengthen the following writing forms: persuasive, descriptive, book reports, poetry, and creative writing
    - Use elaboration to enhance ideas
  
  - Indicators: Organization
    - Use appropriate organizational structures
    - Write coherent descriptive and persuasive paragraphs with topic sentence, supporting ideas, and conclusion sentence
    - Construct sequenced paragraphs using effective transitions

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 6.1.2 Use style appropriate to the audience and purpose: voice  
  
Indicators:
  - Use language that is lively, unique, and descriptive
  - Continue to use appropriate dialogue when needed
  - Experiment with voice for different forms and audience
- Benchmark: 6.1.3 Use style appropriate to the audience and purpose: word choice  
  
Indicators:
  - Experiment with figurative language, sound patterns, and style
  - Choose words and tone, purposely for effect
  - Choose language that is precise, engaging, and suitable to topic and audience
- Benchmark: 6.1.4 Use style appropriate to the audience and purpose: sentence fluency  
  
Indicators:
  - Vary sentence beginnings, structures, and lengths for effect
  - Identify and correct fragments and run-ons
  - Listen for sentence fluency
- Benchmark: 6.1.5 Apply writing conventions  
  
Indicators:
  - Apply capitalization and end punctuation rules correctly
  - Correctly punctuate compound and complex sentences
  - Understand conventional usage (plurals, possessives, subject-verb agreement, correct use of pronouns)
  - Continue to be consistent with verb tense
  - Continue to use commas appropriately
  - Spell conventionally
  - Keep bullets, stanzas and paragraphs
  - Write legibly
  - Identify eight parts of speech
- STANDARD 2  
The student writes in a variety of forms for different audiences and purposes
  - Benchmark: 6.2.1 Write for different audiences  
  
Indicators:
    - Write for an expanding range of audiences
    - Write for formal and informal audiences
    - Select own writing to publish
  - Benchmarks: 6.2.2 Write for different purposes  
  
Indicators:
    - Write for an expanding range of audiences
    - Write for formal and informal audiences
    - Select own writing to publish

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 6.2.3 Write in a variety of forms  
  
Indicators:
  - Write in the following forms: narratives, poems, journals, short stories, research, reports, letters
  - Vary form, detail, and structure to fit the intended purpose and audience
  - Begin to write 3 paragraph, essay.
- Benchmark: 6.2.4 Write for real-life applications  
  
Indicators:
  - Write reports, recipes, directions, and letters
  - Cite sources according to MLA handbook
  - Identify the elements of research writing
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 6.3.1 Pre-write  
  
Indicators:
    - Use lists, webs, and other brainstorming techniques to generate ideas, topics and purpose
    - Use a variety of resources including interviews, technology, newspapers, magazines, prior knowledge, reference materials, and books to gather data for writing
  - Benchmark: 6.3.2 Draft  
  
Indicators:
    - Summarize and/or paraphrase in own words
    - Write with focus on topic or point of view (does not stray from topic or audience)
    - Compile information gathered from various resources, organize and/or sequence events
    - Sustain writing beyond one session
  - Benchmark: 6.3.3 Revise  
  
Indicators:
    - Confer with others to improve texts by using peer editing
    - Modify information and graphics as needed to enhance text and style
    - Evaluate writing according to Six-Trait scoring criteria
    - Use word processor when applicable
  - Benchmark: 6.3.4 Edit  
  
Indicators:
    - Use references for proofreading: spell check, thesaurus, dictionary, peers and adults
    - Correct conventions (mechanics and grammar)
    - Adjust word choice
    - Change sentence structure as needed

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Edit for grade-level conventions (see 1.5)
  - Continue using common proofreading marks
  - Benchmark: 6.3.5 Publish  
  
Indicators:
    - Select a variety of publishing methods including technology
    - Share with appropriate audience
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 6.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - View self as a writer
    - Use Six-Traits to see strengths and weaknesses in own writing
    - Become familiar with samples of effective writing in order to strengthen own writing
  - Benchmark: 6.4.2 Seek and offer feedback  
  
Indicators:
    - Seek and offer feedback according to the Six-Trait model
    - Accept feedback and edit own writing as appropriate

## Grade 7

- STANDARD 1  
The student writes clearly and effectively
  - Benchmark: 7.1.1 Develop concept and design: ideas and organization  
  
Indicators:
    - Use appropriate organizational structures
    - Write coherent paragraphs; construct sequenced paragraphs using effective transitions with topic sentence, supporting ideas, and conclusion sentence
    - Discriminate between essential and non-essential
    - Write in a number of genres and forms; introduce five paragraph essays
    - Demonstrate elaboration through examples, details, facts, and/or reasons
    - Write analytically using basic and clear logic
  - Benchmark: 7.1.2 Use style appropriate to the audience and purpose: voice  
  
Indicators:
    - Continue to use language that is lively, unique, and descriptive
    - Experiment with voices for an expanding range of genres and audiences
  - Benchmark: 7.1.3 Use style appropriate to the audience and purpose: word choice  
  
Indicators:
    - Experiment with figurative language, sound patterns, and style

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Experiment with tone to create effect
- Experiment with language that is precise, engaging, and well-suited to the topic and audience
- Choose colorful and creative language
- Use appropriate word choice
- Benchmark: 7.1.4 Use style appropriate to the audience and purpose: sentence fluency  
  
Indicators:
  - Vary sentence beginnings, structures, and lengths for effect
  - Recognize and correct fragments and run-ons
- Benchmark: 7.1.5 Apply writing conventions  
  
Indicators:
  - Apply capitalization rules correctly
  - Correctly punctuate compound and complex sentences
  - Introduce semi-colons, hyphens, dashes, colons
  - Employ conventional usage (subject/verb agreement and verb tense agreement, pronouns with antecedents, plurals, and possessives)
  - Use paragraphing, stanza division and other textual markers (table of contents, title, subtitle, bullets) to help reader move through text
  - Spell conventionally
  - Write legibly
  - Correctly note literary genres
  - Reinforce eight parts of speech
- STANDARD 2  
The student writes in a variety of forms for different audiences and purposes
  - Benchmark: 7.2.1 Write for different audiences  
  
Indicators:
    - Expand range of audiences: penpals, community members
    - Write for a variety of audiences
  - Benchmark: 7.2.2 Write for different purposes  
  
Indicators:
    - Write for a range of purposes including: to express, to inform, to create, to explain, to entertain
  - Benchmark: 7.2.3 Write in a variety of forms  
  
Indicators:
    - Write in the following forms: narrative, creative, poetry with stanzas, book reports, essays
    - Vary form, detail, and structure to fit the intended purpose and audience
  - Benchmark: 7.2.4 Write for real-life applications  
  
Indicators:
    - Identify different forms used to cite sources when writing reports or technical

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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documents according to MLA standards

- Identify and apply the elements of research writing
- Write a business letter

### ○ STANDARD 3

The student understands and uses the steps of the writing process

#### ▪ Benchmark: 7.3.1 Pre-write

Indicators:

- Use a variety of strategies to brainstorm for ideas and purpose
- Use a growing variety of resources - including interviews and technology
- Begin to narrow topic

#### ▪ Benchmark: 7.3.2 Draft

Indicators:

- Elaborate on initial idea
- Construct a clear narrative or argument
- Compile information and ideas from several points of view in own words
- Continue to sustain writing beyond one session
- Revise according to Six-Trait model
- Check that information supports thesis

#### ▪ Benchmark: 7.3.3 Revise

Indicators:

- Confer with others to improve text, reading more critically for self and others (Peer Edit)
- Revise for topic and audience
- Show proficiency in using word processor as writing aid, including graphics to enhance text
- Edit for grade level conventions

#### ▪ Benchmark: 7.3.4 Edit

Indicators:

- Correct mechanics and grammar, some independently
- Use appropriate reference tools: proof reader's marks, spell check, thesaurus, dictionary, peers, and adults
- Adjust word choice and sentence structure
- Edit for grade-level conventions

#### ▪ Benchmark: 7.3.5 Publish

Indicators:

- Select from a variety of publishing options including technology
- Share with appropriate audience
- Demonstrate overall neatness including legible text

### ○ STANDARD 4

The student analyzes and evaluates the effectiveness of written work



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 7.4.1 Assess own strengths and needs for improvement

Indicators:

- Identify weaknesses and use Six-Trait criteria to improve writing
- Identify strengths in own writing
- Articulate what makes a piece of writing effective
- Reflect on the works of talented authors to improve writing

- Benchmark: 7.4.2 Seek and offer feedback

Indicators:

- Offer feedback, using Six-Trait terms
- Accept feedback and edit/revise own writing as appropriate
- Seek feedback before an assignment is turned in

## Grade 8

- STANDARD 1

The student writes clearly and effectively

- Benchmark: 8.1.1 Develop concept and design: ideas and organization

Indicators:

- Begin to use prewriting techniques such as outline, bubble, and cluster to develop topic
- Introduce use of commentary/explanation in paragraph
- Write a well-supported/developed paragraph including topic sentence, supporting detail with commentary and concluding sentence
- Understand and develop thesis at a basic level
- Consider context when writing
- Write a basic five paragraph essay with thesis

- Benchmark: 8.1.2 Use style appropriate to the audience and purpose: voice

Indicators:

- Experiment with personal style in writing
- Develop a formal tone when writing an essay
- Write poetry using expressive adjectives and verbs

- Benchmark: 8.1.3 Use style appropriate to the audience and purpose: word choice

Indicators:

- Use language that is precise, engaging, and well-suited to the topic
- Recognize clichés and begin to eliminate them from formal writing
- Use precise vocabulary while avoiding overused modifiers (use “congenial” instead of “nice”)
- Experiment with figurative language and sound patterns

- Benchmark: 8.1.4 Use style appropriate to the audience and purpose: sentence fluency

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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Indicators:

- Recognize and correct fragments and run-ons

- Benchmark: 8.1.5 Apply writing conventions

Indicators:

- Introduce appositives, relative clauses, and gerunds/gerund phrases
- Correctly use apostrophes, quotation marks, and end punctuation
- Continue to use semi colons, hyphens, dashes, colons
- Use common homonyms correctly (its, your, there, to)
- Correctly note literary genres (underline book titles, put short stories, movies, poems and plays in quotation marks)
- Use textual markers to help the reader through the text
- Write legibly
- Apply knowledge of eight parts of speech to improve writing conventions

- STANDARD 2

The student writes in a variety of forms for different audiences and purposes

- Benchmark: 8.2.1 Write for different audiences

Indicators:

- Identify audience and begin to adjust writing for specific impact

- Benchmark: 8.2.2 Write for different purposes

Indicators:

- Write in the following modes: descriptive, narrative, expository, persuasive
- Write for a range of purposes: to express, inform, create, explain, prove, evoke, and entertain

- Benchmark: 8.2.3 Write in a variety of forms

Indicators:

- Continue to write in a variety of forms including essays, reports, poetry, journals, and research

- Benchmark: 8.2.4 Write for real-life applications

Indicators:

- Write for research
- Apply MLA standards for documentation
- Write business letter

- STANDARD 3

The student understands and uses the steps of the writing process

- Benchmark: 8.3.1 Pre-write

Indicators:

- Use a variety of strategies as a preparation for writing
- Continue to narrow topic
- Choose appropriate point of view
- Gather evidence from text

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 8.3.2 Draft  
  
Indicators:
  - Assert thesis
  - Support main idea with textual and/or logical evidence
  - Organize introduction, support, and conclusion
  - Sustain writing beyond one session
- Benchmark: 8.3.3 Revise  
  
Indicators:
  - Check that information supports thesis
  - Recognize when an argument will be difficult to support
  - Add and delete information as needed
  - Revise according to Six-Trait model
  - Use word processor
- Benchmark: 8.3.4 Edit  
  
Indicators:
  - Correct mechanics and grammar; edit for grade-level conventions
  - Recognize and use common proofreading marks (consistent K-12)
  - Employ appropriate reference tools and technology to enhance writing (dictionary, spell check, etc.)
- Benchmark: 8.3.5 Publish  
  
Indicators:
  - Produce polished final draft (neat, proofread, multiple draft, etc.)
  - Share with appropriate audience
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 8.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - Increase articulation of qualities that make writing effective
    - Reflect on the works of talented authors to improve writing (includes comparing student writing to writing models - professional and student models)
    - Evaluate own strengths and needs as a writer
    - Continue to use Six-Trait criteria to improve writing
  - Benchmark: 8.4.2 Seek and offer feedback  
  
Indicators:
    - Offer respectful and insightful feedback on others' writing using Six-Trait terms
    - Accept feedback, revise and edit as needed
    - Seek feedback from appropriate resources

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Grade 9

#### ○ STANDARD 1

The student writes clearly and effectively

- Benchmark: 9.1.1 Develop concept and design: ideas & organization

Indicators:

- Offer respectful and insightful feedback on others' writing using Six-Trait terms
- Accept feedback, revise and edit as needed
- Seek feedback from appropriate resources

- Benchmark: 9.1.2 Use style appropriate to the audience and purpose: voice

Indicators:

- Develop appropriate voice for the audience
- Create text that is unique and expressive using figurative language
- Connect with the intended audience
- Eliminate self reference when writing formally

- Benchmark: 9.1.3 Use style appropriate to the audience and purpose: word choice

Indicators:

- Use language that is precise, engaging, and well-suited to the topic and audience
- Practice choosing words and tone
- Experiment with figurative language and sound patterns
- Choose colorful and/or creative language

- Benchmark: 9.1.4 Use style appropriate to the audience and purpose: sentence fluency

Indicators:

- Vary sentence structures for effect
- Recognize and correct fragments and run-ons
- Use more sophisticated sentence structure
- Experiment with different transitions

- Benchmark: 9.1.5 Apply writing conventions

Indicators:

- Apply capitalization rules correctly
- Demonstrate proper use of punctuation: comma, semi-colons, hyphens, etc.
- Use paragraphs and other textual markers to help reader through the text
- Continue to be consistent with verb tense
- Employ conventional usage
- Write legibly
- Continue to use appositives, relative clauses, and gerunds and gerund phrases

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Introduce participial and infinitive phrases
- Continue to apply knowledge of parts of speech
- STANDARD 2  
The student writes in a variety of forms for different audiences and purposes
  - Benchmark: 9.2.1 Write for different audiences  
  
Indicators:
    - Identify audience and adjust writing for specific impact
    - Show sense of how a particular audience may interpret text
  - Benchmarks: 9.2.2 Write for different purposes  
  
Indicators:
    - Write for a range of purposes ( to express, create, explain, debate, entertain and analyze)
    - Write to reflect upon own experiences, to make inferences, to draw conclusions, to explore language
  - Benchmark: 9.2.3 Write in a variety of forms  
  
Indicators:
    - Write in an increasing range of forms (outlines, poetry, descriptive pieces, journals, essays, show not tell exercises)
    - Write in a variety of modes (imaginative, descriptive, expository, research, argumentation)
    - Vary form, detail and structure for audience and purpose
  - Benchmark: 9.2.4 Explore real-life opportunities  
  
Indicators:
    - Write for research
    - Apply MLA standards for documentation
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 9.3.1 Pre-write  
  
Indicators:
    - Select appropriate prewriting activities independently (brainstorming, clustering, mapping, free-writing)
    - Gather and organize information from a variety of sources including texts, video and audio
    - Develop ability to analyze and synthesize information
    - Demonstrate ability to select and narrow topic
    - Choose appropriate mode of statement and author’s point of view
    - Use available technology
  - Benchmark: 9.3.2 Draft  
  
Indicators:
    - Elaborate on an initial idea

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Assert thesis and support
- Follow specific format
- Practice developing coherence and unity within writing
- Sustain writing beyond one session
- Practice developing effective argument
- Increase precision with language and diction
- Benchmark: 9.3.3 Revise  
  
Indicators:
  - Add and delete information as needed
  - Thoughtfully review and evaluate draft for self and peers
  - Use a variety of resources to improve text
  - Improve text according to Six-Trait model
  - Show proficiency in using a word processor in writing
- Benchmark: 9.3.4 Edit  
  
Indicators:
  - Correct mechanics and grammar; edit for grade-level conventions (see 1.5)
  - Evaluate help from others and incorporate suggestions as appropriate
  - Use appropriate reference tools
  - Move text around as needed
  - Demonstrate ability to self-correct
  - Adapt to new technologies to improve writing
  - Use proofreading marks
- Benchmark: 9.3.5 Publish  
  
Indicators:
  - Prepare final copy suitable for publishing
  - Share with appropriate audience (classmates, family, others)
  - Produce neat, legible text
  - Expand use of technology
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 9.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - Articulate the qualities that make writing effective
    - Reflect on the works of talented authors to improve writing
    - Evaluate own strengths and needs as a writer
    - Continue to use Six-Trait criteria to improve writing
  - Benchmark: 9.4.2 Seek and offer feedback  
  
Indicators:
    - Offer feedback on others' writing based on Six-Trait model
    - Accept feedback, revise, and edit as needed

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Grade 10

#### ○ STANDARD 1

The student writes clearly and effectively

- Benchmark: 10.1.1 Develop concept and design: ideas and organization

Indicators: Ideas

- Show insight in approach to topic (going beyond the obvious or predictable in an individual original way)
- Enhance the central idea, theme, procedure, image, or story line with thoughtful details to move the reader through text in a compelling way)

Indicators: Organization

- Develop topic and theme with carefully chosen and focused detail in a five paragraph essay
- Focus text clearly to hold reader's attention to mark a point, to tell a story, or describe a process or phenomenon
- Control emphasis, sequencing, structural focus, and transitions in a wide variety of forms (poetry, persuasive, business, narrative, descriptive, analysis)
- Use appropriate organizational structure
- Use prewriting techniques to develop topic
- Elaborate detail to develop topic without losing focus
- Use the central idea or theme to pull the reader through the text
- Practice constructing sequenced paragraphs using effective transitions
- Discriminate between essential information and trivia
- Write a five paragraph essay with thesis

- Benchmark: 10.1.2 Use style appropriate to the audience and purpose: voice

Indicators:

- Recognize voice, and modify or strengthen own voice
- Produce text that is individualistic and expressive
- Engage reader, and reflect a strong commitment to the piece
- Eliminate self reference when writing formally

- Benchmark: 10.1.3 Use style appropriate to the audience and purpose: word choice

Indicators:

- Apply diction appropriate to the situation
- Choose words to convey intended message in a precise, interesting, and natural way
- Use sound patterns and figurative language
- Consider connotation and denotation when choosing words
- Choose language that is colorful and/or creative

- Benchmark: 10.1.4 Use style appropriate to the audience and purpose: sentence fluency

Indicators:

- Use a variety of sentence structures

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Deliberately use sentence length variety
- Continue to correct fragments and run-ons
- Experiment with different transitions
- Benchmark: 10.1.5 Apply writing conventions  
  
Indicators:
  - Use standard writing conventions in final draft to enhance meaning and clarity (grammar, usage, capitalization, punctuation, spelling, paragraphing, stanza, division)
  - Use paragraphs and other textual markers to help reader through the text
  - Write legibly
  - Continue to use participial and infinitive phrases
- STANDARD 2  
The student writes in a variety of forms for different audiences and purposes
  - Benchmark: 10.2.1 Write for different audiences  
  
Indicators:
    - Identify, analyze, describe, and meet audience's need
  - Benchmark: 10.2.2 Write for different purposes  
  
Indicators:
    - expand and clarify personal responses to literature and ideas
    - reflect upon own experiences to make inferences or draw conclusions
    - entertain
    - persuade
    - present analytical response to literature
    - communicate research findings
  - Benchmark: 10.2.3 Write in a variety of forms  
  
Indicators:
    - Write in a variety of forms (journal, poem, reading/learning log, paraphrase, story, essay, business letter)
    - Interweave elements of exposition, argumentation, narration, figurative and rhythmic language as needed according to audience and purpose
  - Benchmark: 10.2.4 Explore real-life opportunities  
  
Indicators:
    - Write for research
    - Apply MLA standards for documentation
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 10.3.1 Pre-write  
  
Indicators:
    - Develop ability to analyze and synthesize information



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Choose appropriate mode of statement and author’s point of view
    - Use available technology
  - Benchmark: 10.3.2 Draft  
  
Indicators:
    - Develop ability to analyze and synthesize information
    - Choose appropriate mode of statement and author’s point of view
    - Use available technology
  - Benchmark: 10.3.3 Revise  
  
Indicators:
    - Collaborate with others to improve text
    - Investigate other sources to improve text
    - Revise according to Six-Trait model
    - Change text order to improve logic, argument and information flow to enhance effect and meaning
    - Move text around to enhance effect and meaning
    - Use sophisticated sentence structure
  - Benchmark: 10.3.4 Edit  
  
Indicators:
    - Edit for grade-level conventions
    - Incorporate suggestions from others when appropriate
    - Re-edit until the final draft meets standards for publication
    - Follow standard manuscript form
    - Adapt new technologies to improve writing
  - Benchmark: 10.3.5 Publish  
  
Indicators:
    - Share and/or publish writing
    - Use expanded resources in technology when appropriate
    - Produce legible text
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
- Benchmark: 10.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - Use Six-Trait criteria to improve writing
    - Assess own strengths and developmental needs as a writer
    - Demonstrate knowledge of the qualities that make a piece of writing effective
  - Benchmark: 10.4.2 Seek and offer feedback  
  
Indicators:
    - Offer specific feedback according to Six-Trait model
    - Seek, evaluate, accept, and apply feedback when appropriate

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Grade 11

- STANDARD 1

The student writes clearly and effectively

- Benchmark: 11.1.1 Develop concept and design: ideas and organization

Indicators: Ideas

- Articulate a topic, theme, or central metaphor
- Show insight in approach to topic (going beyond the predictable in an original way)
- Write effectively to fulfill a purpose

Indicators: Organization

- Develop analysis, persuasion, and exposition logically
- Support the central idea with carefully chosen and focused detail
- Control emphasis, sequencing, structural focus and transitions in a wide variety of forms

- Benchmark: 11.1.2 Use style appropriate to the audience and purpose: voice

Indicators:

- Recognize voice and can modify or strengthen own voice in a wide variety of rhetorical contexts
- Eliminate self reference when writing formally
- Recognize individuality/personality of own voice
- Modify voice in a variety of rhetorical contexts

- Benchmark: 11.1.3 Use style appropriate to the audience and purpose: word choice

Indicators:

- Apply diction appropriate to situation and audience
- Use figurative language
- Consider connotation and denotation when choosing words

- Benchmark: 11.1.4 Use style appropriate to the audience and purpose: sentence fluency

Indicators:

- Use a wide variety of sentence structures
- Experiment with different transitions

- Benchmark: 11.1.5 Apply writing conventions

Indicators:

- Manipulate conventions for an emphasis and stylistic effect
- Follow standard conventions to produce clear and correctly written paper

- STANDARD 2

The student writes in a variety of forms for different audiences and purposes

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 11.2.1 Write for different audiences  
  
Indicators:
  - Identify, analyze, recognize and meet audiences needs
  - Write for more remote, unknown audiences
- Benchmark: 11.2.2 Write for different purposes  
  
Indicators:
  - Write to analyze, argue, research, narrate, comment, etc.
  - Write a literary response
  - Write within a given timeframe
- Benchmark: 11.2.3 Write in a variety of forms  
  
Indicators:
  - Write in a variety of forms (poem, resume, narrative, research, analysis, etc.)
  - Use elements of exposition, argumentation, narration, figurative language as needed)
- Benchmark: 11.2.4 Explore real-life opportunities  
  
Indicators:
  - Write for research and/or pleasure
  - Apply MLA standards for documentation
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 11.3.1 Pre-write  
  
Indicators:
    - Demonstrate extensive planning
    - Demonstrate sophistication in defining and choosing appropriate mode of statement
    - Organize ideas effectively
  - Benchmark: 11.3.2 Draft  
  
Indicators:
    - Organize ideas, evidence, analysis
    - Sustain flow of a single text over more than one writing
  - Benchmark: 11.3.3 Revise  
  
Indicators:
    - Collaborate with others to improve text
    - Evaluate/change Six-Trait model to improve text
  - Benchmark: 11.3.4 Edit  
  
Indicators:
    - Incorporate suggestions from others when appropriate

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Use grade-level conventions
- Re-edit until final draft meets standards for publication
- Benchmark: 11.3.5 Publish  
  
Indicators:
  - Prepare grade appropriate manuscript
  - Publish writing for a variety of audience
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 11.4.1 Assess own strengths and needs for improvement  
  
Indicators:
    - Use Six-Trait criteria to improve writing
    - Describe and demonstrate qualities that make a piece of writing effective
  - Benchmark: 11.4.2 Seek and offer feedback  
  
Indicators:
    - Offer and seek feedback according to Six-Trait model
    - Seek, evaluate, accept and apply feedback when appropriate

## Grade 12

- STANDARD 1  
The student writes clearly and effectively
  - Benchmark: 12.1.1 Develop concept and design: ideas and organization  
  
Indicators: Ideas
    - Articulate a topic, theme, or central metaphor
    - Support the central idea with carefully chosen and focused detail
    - Write effectively to fulfill a purpose
    - Develop analysis, persuasion, commentary and exposition logically  
Indicators: Organization
    - Use appropriate organizational structure
    - Use prewriting techniques to develop topic
    - Elaborate detail to develop topic without losing focus
    - Use the central idea or theme to pull the reader through the text
    - Practice constructing sequenced paragraphs using effective transitions
    - Discriminate between essential information and trivia
    - Write a five paragraph essay with thesis
    - Develop analysis, persuasion, and commentary exposition logically
  - Benchmark: 12.1.2 Use style appropriate to the audience and purpose: voice  
  
Indicators:
    - Recognize individuality/personality of own voice

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Modify voice in a variety of rhetorical contexts
  - Eliminate self reference when writing formally
- Benchmark: 12.1.3 Use style appropriate to the audience and purpose: word choice  
  
Indicators:
  - Apply diction appropriate to assignment
  - Choose words which convey intended message in a precise, interesting, natural way
  - Use figurative language
  - Consider connotation and denotation when choosing words
- Benchmark: 12.1.4 Use style appropriate to the audience and purpose: sentence fluency  
  
Indicators:
  - Use a wide variety of sentence structures
  - Manipulate sentences for intended effect
  - Experiment with different transitions
- Benchmark: 12.1.5 Apply writing conventions  
  
Indicators:
  - Manipulate conventions for emphasis and stylistic effect
  - Use standard writing conventions in lined draft to enhance meaning and clarity (grammar usage and capitalization, punctuation, spelling, paragraphing, stanza division)
- STANDARD 2  
The student writes in a variety of forms for different audiences and purposes
  - Benchmark: 12.2.1 Write for different audiences  
  
Indicators:
    - Identify, analyze, recognize and meet audiences needs
    - Adjust writing for unknown audience
  - Benchmark: 12.2.2 Write for different purposes  
  
Indicators:
    - Write literary responses
    - Reflect on own experience to make inferences, draw conclusions
    - Request information
    - Explore possibilities of language
    - Apply for educational pursuit
  - Benchmark: 12.2.3 Write in a variety of forms  
  
Indicators:
    - Write in a variety of forms (journal, reading/learning log, paraphrase, research, commentary)
    - Use elements of exposition, argumentation, narration, figurative language as needed

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 12.2.4 Explore real-life opportunities  
Indicators:
  - Write for research
  - Apply MLA standards for documentation
- STANDARD 3  
The student understands and uses the steps of the writing process
  - Benchmark: 12.3.1 Pre-write  
Indicators:
    - Demonstrate appropriate planning
    - Demonstrate sophistication in defining and choosing appropriate mode of statement
    - Organize ideas effectively
  - Benchmark: 12.3.2 Draft  
Indicators:
    - Focus on supporting thesis or central idea
    - Provide adequate detail, evidence, commentary
    - Sustain flow of a single text over more than one writing
  - Benchmark: 12.3.3 Revise  
Indicators:
    - Collaborate with others to improve text
    - Evaluate/change Six-Trait model to improve text
    - Use appropriate word choice
    - Use varied sentence structure
    - Sustain flow of a single text over more than one writing
  - Benchmark: 12.3.4 Edit  
Indicators:
    - Incorporate suggestions as appropriate
    - Re-edit until final draft meets standards for publication
    - Use grade-level conventions
  - Benchmark: 3.5 Publish  
Indicators:
    - Prepare grade appropriate manuscript
    - Share and/or publish writing
- STANDARD 4  
The student analyzes and evaluates the effectiveness of written work
  - Benchmark: 12.4.1 Assess own strengths and needs for improvement  
Indicators:
    - Articulate own strengths and weaknesses

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Clearly articulate qualities that make a piece of writing effective
  - Defend choice to deviate from established criteria
  - Benchmark: 12.4.2 Seek and offer feedback
- Indicators:
- Offer and seek specific feedback according to Six-Trait model
  - Seek, evaluate, accept and apply feedback when appropriate

## Communication

### Pre-Kindergarten

- STANDARD 1  
The learner communicates ideas and effectively.
    - Benchmark: Speaking
- PK.1.1 Communicate clearly
- Indicators:
- Communicate to teachers and peers
  - Tell stories about own pictures
  - Tell personal stories and retell events
  - Be exposed to the concept of an audience
- PK.1.2 Develop content and ideas
- Indicators:
- Answer teacher directed questions to organize content oral language
  - Begin to relate stories to real life experiences
- PK.1.3 Use effective delivery
- Indicators:
- Develop an awareness of social conventions of language such as:
    - speak at an appropriate level
    - talk loud enough to be heard
    - be exposed to a variety of expressions through read-alouds
- PK.1.4 Use effective language and style
- Indicators:
- Use complete sentences a modeled by teacher
  - Increase vocabulary
  - Use vocabulary taught in class
- PK.1.5 Use effective action, sound, and/or image
- Indicators:
- Communicate messages through:
    - singing
    - illustrations

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- dramatization
  - recitation
  - Begin to use items in presentations (sharing)
  - PK.1.5 Analyze and evaluate presentation  
  
Indicators:
    - Relate to meaningful experiences
    - Develop an awareness of listener needs (volume, clarity, etc.)
- STANDARD 2  
The learner uses listening and observation skills to gain understanding.
  - Benchmark: Listening and Observing  
  
PK.2.1 Focus attention  
  
Indicators:
    - Listen without interrupting or engaging in distracting behavior
    - Check for understanding through simple questions
    - Begin to ask simple questions to check for understanding
    - Actively participate during group discussion / activity
  - PK.2.2 Listen and Observe  
  
Indicators:
    - Observe body language
    - Listen to stories, poems and songs
    - Listen and respond to simple oral instructions
  - PK.2.3 Check for understanding  
  
Indicators:
    - Ask questions to gain understanding
    - Begin to retell in own words
    - Begin to give explanations for concrete situations
- STANDARD 3  
The learner uses interpersonal communication strategies and skills to work effectively with others.
  - Benchmark: Interpersonal Communication  
  
PK.3.1 Use language to interact effectively and responsibly  
  
Indicators:
    - Begin simple conversation skills:
      - enter in
      - take turns
      - respond to others
      - end a conversation
      - wait quietly for turn to talk
    - Begin to respect others' feelings and rights



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- PK.3.2 Work cooperatively as a member of a group  
  
Indicators:
  - Interact with others, share, and ask for help when appropriate
  - Take care of routine responsibilities (folder, coat, backpack, etc.)
- PK.3.3 Participate in discussions  
  
Indicators:
  - Begin to learn how to share ideas with others
  - Begin to listen to others in a group
  - Begin to accept responsibility for actions
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication.
  - Benchmark: PK.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Explore simple criteria for effective oral language
  - Benchmark: PK.4.2 Seek and offer feedback  
  
Indicators:
    - Learn to listen and watch while others speak
  - Benchmark: PK.4.3 Identify different sources of mass communication  
  
Indicators:
    - Compare and contrast:
      - television, videos
      - computer
      - radio
      - newspaper
      - signs/posters
    - telephone
  - Benchmark: PK.4.4 Analyze and evaluate presentation  
  
Indicators:
    - Not applicable at this level

### Kindergarten

- STANDARD 1  
The learner communicates ideas and effectively.
  - Benchmarks: Speaking  
  
Benchmark: K.1.1 Communicate clearly  
  
Indicators:

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Communicate with teachers and students
- Tell personal stories and retell events
- Be introduced to the concept of an audience
- Benchmark: K.1.2 Develop content and ideas  
  
Indicators:
  - Begin to organize content of oral language
  - Describe ideas in concrete terms
  - Relate stories to real life experiences
- Benchmark: K.1.3 Use effective delivery  
  
Indicators:
  - Develop an awareness of social conventions of language such as:
    - speak at an appropriate rate
    - talk loud enough to be heard
    - listen to examples of statement through teacher read alouds
- Benchmark: K.1.4 use effective language and style  
  
Indicators:
  - Use complete sentences
  - Increase vocabulary
  - Use vocabulary taught in class
- Benchmark: K.1.5 Use effective action, sound, and/or image  
  
Indicators:
  - Communicate messages through:
    - dramatization
    - recitation
    - singing
    - illustrations
- Benchmark: K.1.6 Analyze and evaluate presentation  
  
Indicators:
  - Learn how to include items in presentation (sharing)
- STANDARD 2  
The learner uses listening and observation skills to gain understanding.
  - Benchmarks: Listening and Observing  
  
Benchmark: K.2.1 Focus attention  
  
Indicators:
    - Listen for a purpose
    - Be introduced to listening skills (feet on floor, face speaker, eye contact, no distracting movements)
    - Learn to listen without interrupting
    - Actively participate during group discussion / activity
    - Listen and sustain attention for increased periods

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: K.2.2 Listen and Observe  
  
Indicators:
  - Begin to observe concrete details
  - Observe body language
  - Listen for concrete details
  - Make predictions from simple visuals and media
  - Listen and respond to oral instructions
- Benchmark: K.2.3 Check for understanding  
  
Indicators:
  - Ask questions to gain understanding
  - Begin to give explanations for concrete situations
  - Begin to retell in own words
  - Begin to form own opinions
  - Be introduced to thinking skills
- STANDARD 3  
The learner uses interpersonal communication strategies and skills to work effectively with others.
  - Benchmarks: Interpersonal Communication  
  
Benchmark: K.3.1 Use language to interact effectively and responsibly  
  
Indicators:
    - Begin simple conversation skills:
      - enter in
      - take turns
      - respond to others
      - end a conversation
      - wait quietly for turn to talk
    - Begin to respect others' feelings and rights
  - Benchmark: K.3.2 Work cooperatively as a member of a group  
  
Indicators:
    - Learn how to work with a partner or small group
    - Take care of routine responsibilities (folder, coat, backpack, etc.)
    - Learn how individual choices affect others
  - Benchmark: K.3.3 Participate in discussions  
  
Indicators:
    - Learn how to share ideas with others
    - Listen to others in a groups
    - Learn to accept responsibility for actions
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication.

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: K.4.1 Assess strengths and need for improvement

Indicators:

- Explore simple criteria for effective oral language

- Benchmark: K.4.2 Seek and offer feedback

Indicators:

- Learn to listen and watch while others speak
- Learn how to offer positive feedback to others
- Learn how to accept feedback

- Benchmark: K.4.3 Identify different sources of mass communication

Indicators:

- Compare and contrast:
  - television, videos
  - computer
  - radio
  - newspaper
  - signs/posters
  - telephone

- Benchmark: K.4.4 Analyze and evaluate presentation

Indicators:

- Not applicable at this level.

### Grade 1

- STANDARD 1

The learner communicates ideas and effectively.

- Benchmarks: Speaking

Benchmark: 1.1.1 Communicate clearly

Indicators:

- Communicate to teachers and peers, and small groups
- Tell personal anecdotes, retell scenes from written or visual materials

- Benchmark: 1.1.2 Develop content and ideas

Indicators:

- Keep to topic
- Organize information in a sequential pattern (beginning, middle, and end) using simple transitions
- Share reasons for thoughts or ideas

- Benchmark: 1.1.3 Use effective delivery

Indicators:

- Speak clearly at a rate and volume that enables others to follow

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Deliver a message clearly and accurately
    - Use good posture and eye contact
  - Benchmark: 1.1.4. Use effective language and style  
  
Indicators:
    - Use correct subject-verb agreement
    - Use complete sentences
    - Use vocabulary that is taught in class
  - Benchmark: 1.1.5 Use effective action, sound, and/or image  
  
Indicators:
    - Illustrate presentations in a variety of ways
  - Benchmark: 1.1.6 Analyze and evaluate presentation  
  
Indicators:
    - Listen and watch while others present
    - Offer positive feedback on others' presentation
    - Self-correct presentation
- STANDARD 2  
The learner uses listening and observation skills to gain understanding.
  - Benchmarks: Listening and Observing  
  
Benchmark: 1.2.1 Focus attention  
  
Indicators:
    - Listen without interrupting or making distracting movements
    - Sit quietly and maintain eye contact while others are talking
  - Benchmark: 1.2.2 Listen and Observe  
  
Indicators:
    - Respond to nonverbal communication cues
    - Observe and identify details
    - Interpret visual texts
    - Listen for main idea and important details
    - Listen and respond to oral directions
  - Benchmark: 1.2.3 Check for understanding  
  
Indicators:
    - Ask questions to clarify content and meaning (who, what, when, where) in simple situations
    - Give an explanations, for observed facts and details in concrete situations
    - Retell in own words and include important facts and details
    - Be introduced to using thinking skills to gain information and or/give opinions
- STANDARD 3  
The learner uses interpersonal communication strategies and skills to work effectively with others.

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmarks: Interpersonal Communication  
  
Benchmark: 1.3.1 Use language to interact effectively and responsibly  
  
Indicators:
  - Demonstrate conversation skills (e.g., enter in, take turns, respond to others' remarks, and close conversation)
  - Interact with others, share, and ask for help when appropriate
  - Respect others' feeling, rights and opinions, and begin to assert own viewpoint
  - Use language to express thoughts and feelings
- Benchmark: 1.3.2 Work cooperatively as a member of a group  
  
Indicators:
  - Begin to show awareness of the feelings and needs of others
  - Work cooperatively by taking turns
  - Begin to show awareness that one's actions affect one's self and others
- Benchmark: 1.3.3 Participate in discussions  
  
Indicators:
  - Attend and listen in group interactions
  - Accept responsibility for personal actions
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication.
  - Benchmark: 1.4.1 Assess strength and need for improvement  
  
Indicators:
    - Explore criteria for effective oral language
  - Benchmark: 1.4.2 Seek and offer feedback  
  
Indicators:
    - Listen careful to provide feedback to others
    - Practice giving positive feedback to others
    - Learn how to accept and respond to feedback
  - Benchmark: 1.4.3 Identify different sources of mass communication  
  
Indicators:
    - Compare and contrast:
      - Television, videos
      - Computer
      - Radio
      - Newspaper
      - Signs/posters
      - Telephone
  - Benchmark: 1.4.4 Analyze and evaluate presentation

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

### Indicators:

- Listen and watch while others present
- Offer positive feedback on others' presentation

## Grade 2

### ○ STANDARD 1

The learner communicates ideas and effectively.

#### Benchmarks: Speaking

- Benchmark: 2.1.1 Communicate clearly to a range of audiences for different purposes

#### Indicators:

- Communicate with teachers, small groups, and class
- Identify audience
- Be introduced to narrative and descriptive forms of speech

- Benchmark: 2.1.2 Develop content and ideas

#### Indicators:

- Select own content/sources of information
- Learn to identify sources of information
- Learn how to organize information in a sequential pattern
- Begin to describe ideas in own terms
- Begin to share reasons for thoughts or events
- Begin to use logic, argument, or emotion to persuade other

- Benchmark: 2.1.3 Use effective delivery

#### Indicators:

- Observe others to see how to vary tone, pitch, and pace of speech to create effect
- Begin to use good posture and eye contact
- Begin to use facial statement, body movement, gestures to convey tone and mood appropriate to audience and message

- Benchmark: 2.1.4 Use effective language and style

#### Indicators:

- Observe how others select words and illustrations to create an effect
- Use complete sentence
- Continue to increase vocabulary

- Benchmark: 2.1.5 Use effective action, sound, and/or image

#### Indicators:

- Communicate messages through oral, artistic, and graphic techniques

- Benchmark: 2.1.6 Analyze and evaluate presentation

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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Indicators:

- N/A

○ STANDARD 2

The learner uses listening and observation skills to gain understanding.

Benchmarks: Listening and Observing

- Benchmark: 2.2.1 Focus attention

Indicators:

- Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movement)
- Listen and sustain attention for increasing periods
- Listen without interrupting
- Listen to stories, instructions, reports, assemblies, announcements, etc.

- Benchmark: 2.2.2 Listen and Observe

Indicators:

- Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movement)
- Listen and sustain attention for increasing periods
- Listen without interrupting
- Listen to stories, instructions, reports, assemblies, announcements, etc.

- Benchmark: 2.2.3 Check for understanding

Indicators:

- Ask questions to clarify content and meaning
- Be introduced to paraphrasing skills for informative messages
- Practice using thinking skills to select information and give opinions
- Give explanations for observed facts and details in concrete situations

○ STANDARD 3

The learner uses interpersonal communication strategies and skills to work effectively with others.

Benchmarks: Interpersonal Communication

- Benchmark: 2.3.1 Use language to interact effectively and responsibly

Indicators:

- Use conversation skills (enter in, take turn, respond to others)
- Wait quietly and respond appropriately
- Respect feeling and rights of others

- Benchmark: 2.3.2 Work cooperatively as a member of a group

Indicators:

- Contribute to the group with ideas and effort
- Begin to assert own viewpoint



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 2.3.4 Participate in discussions  
  
Indicators:
  - Listen to others' ideas and opinions
  - Learn to state a problem and work toward a solution
  - Continue to accept responsibility for actions
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication.
  - Benchmark: 2.4.1 Assess strength and need for improvement  
  
Indicators:
    - Explore criteria for effective oral language
  - Benchmark: 2.4.2 Seek and offer feedback  
  
Indicators:
    - Listen and watch while others present
    - Offer positive feedback to others
    - Accept feedback from others and use it to improve own presentation
  - Benchmark: 2.4.3 Identify different sources of mass communication  
  
Indicators:
    - Compare and contrast:
      - television, videos
      - computer
      - radio
      - newspaper
      - signs/posters
      - telephone
  - Benchmark: 2.4.4 Analyze and evaluate presentation  
  
Indicators:
    - Listen and watch while others present
    - Offer positive feedback on others' presentations

### Grade 3

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 3.1.1 Focus attention  
  
Indicators:
    - Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movements)
    - Listen without interrupting
    - Pay attention to oral stories, instructions, oral reports, assemblies and daily announcements

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 3.1.2 Listen and observe to gain and interpret information  
  
Indicators:
  - Identify physical details and visual information such as from a science experiment
  - Respond to non-verbal communication
  - Listen for, identify, and explain:
    - Main ideas
    - Details
    - Fact/opinion
    - Meaning
  - Use listening strategies to follow directions (mental pictures, step-by-step, etc.)
- Benchmark: 3.1.3 Check for understanding by asking questions and paraphrasing  
  
Indicators:
  - Ask questions to understand content and meaning (who, what, why, when, where, how)
  - Continue to paraphrase
  - Select information and give opinions
- STANDARD 2  
The student communicates ideas clearly and effectively
  - Benchmark: 3.2.1 Communicate clearly to a range of audiences for different purposes  
  
Indicators:
    - Communicate to teacher, small groups, and class
    - Show beginning awareness of the needs of an audience
    - Practice using narrative and descriptive forms of speech
  - Benchmark: 3.2.2 Develop content and ideas  
  
Indicators:
    - Choose content that relates to topic
    - Select material from readily available sources
    - Organize information in a sequential pattern
    - Describe ideas in concrete terms
  - Benchmark: 3.2.3 Use effective delivery  
Indicators:
    - Choose content that relates to topic
    - Select material from readily available sources
    - Organize information in a sequential pattern
    - Describe ideas in concrete terms
  - Benchmark: 3.2.4 Use effective language and style  
  
Indicators:
    - Use words and illustration such as pictures or charts to create an effective

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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presentation

- Use age appropriate vocabulary
- Speak using standard grammar
- Use complete sentences

- Benchmark: 3.2.5 Effectively use action, sound, and/or images to support presentation

Indicators:

- Learn to use a variety of media and resources to convey a message or enhance an oral presentation

- STANDARD 3

The student uses communication strategies and skills to work effectively with others

- Benchmark: 3.3.1 Use language to interact effectively and responsibly with others

Indicators:

- Use conversation skills (enter in, take turns, respond to others, close a conversation)
- Begin to show awareness of possible difficulties when communicating cross-culturally
- Distinguish between types of speech (a chat, a warning, a joke)
- Use language that respects others' feelings and rights

- Benchmark: 3.3.2 Work cooperatively as a member of a group

Indicators:

- Assume varying assigned roles within a group to perform a task
- Contribute to group with ideas and effort
- Respect others' feelings and rights to participate in a group

- Benchmark: 3.3.3 Seek agreement and solutions through discussion

Indicators:

- Share ideas and points of view
- Accept responsibility for personal actions
- Form ideas, and identify alternatives
- Suggest solutions and initiate action

- STANDARD 4

The student analyzes and evaluates the effectiveness of formal and informal communication

- Benchmark: 3.4.1 Assess strengths and need for improvement

Indicators:

- Use established criteria to improve own presentation and provide feedback to others

- Benchmark: 3.4.2 Seek and offer feedback

Indicators:

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Offer positive feedback on others' presentations
- Accept and use feedback on own presentations appropriately
- Benchmark: 3.4.3 Analyze mass communication  
  
Indicators:
  - Begin to identify forms of mass communication such as magazines, television, newspapers, and the internet; identify messages in simple advertisement
  - Begin to identify fact, opinion, and assumptions in mass communication
  - Begin to understand that all media is produced from a point of view and with a set of assumptions
- Benchmark: 3.4.4 Analyze how communication is used in career settings (real life settings)  
  
Indicators:
  - Identify different ways people communicate in the workplace (telephone, e-mail, or formal presentations)
- Grade 4
  - STANDARD 1  
The student uses listening and observation skills to gain understanding
    - Benchmark: 4.1.1 Focus attention  
  
Indicators:
      - Adhere to 4 tribes agreements (attentive listening, mutual respect, no put downs & appreciations, right to pass)
      - Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movements)
      - Listen without interrupting
      - Pay attention to oral stories, instructions, oral reports, assemblies and daily announcements
    - Benchmark: 4.1.2 Listen and observe to gain and interpret information  
  
Indicators:
      - Identify physical details and visual information
      - Use and respond to non-verbal communication
      - Interpret visual texts such as illustrations, comics and videos
      - Listen for, identify, and explain:
        - main ideas
        - details
        - fact/opinion
        - meaning
      - Use listening strategies to follow instructions
    - Benchmark: 4.1.3 Check for understanding by asking questions and paraphrasing  
  
Indicators:
      - Ask questions to understand content and meaning (who, what, why, when, where, how)

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Demonstrate paraphrasing skills in reading, conversations, and messages
- Select information and give opinions
- STANDARD 2  
The student communicates ideas clearly and effectively
  - Benchmark: 4.2.1 Communicate clearly to a range of audiences for different purposes  
  
Indicators:
    - Communicate to teacher, small groups, and class
    - Use narrative and descriptive forms of speech
    - Show beginning awareness of the needs of an audience
  - Benchmark: 4.2.2 Develop content and ideas  
  
Indicators:
    - Choose content that relates to topic
    - Select material from readily available sources
    - Organize information in a sequential pattern using simple transition
    - Describe ideas in concrete terms
  - Benchmark: 4.2.3 Use effective delivery  
  
Indicators:
    - Speak at a volume and rate that others can follow
    - Learn to project voice
    - Practice speaking fluently and expressively
    - Use good posture and eye contact
    - Use appropriate facial statement and body language to convey a message or enhance an oral presentation
  - Benchmark: 4.2.4 Use effective language and style  
  
Indicators:
    - Use words and illustration to create an effective presentation
    - Use age appropriate vocabulary
    - Speak using standard grammar
    - Use complete sentences
  - Benchmark: 4.2.5 Effectively use action, sound, and/or images to support presentation  
  
Indicators:
    - Communicate messages through oral, artistic, graphic, and/or multi-media presentations when appropriate
    - Connect ideas and products to form new concepts
    - Demonstrate sophisticated use of available technology to present ideas and concepts
- STANDARD 3  
The student uses communication strategies and skills to work effectively with others

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: 4.3.1 Use language to interact effectively and responsibly with others  
  
Indicators:
  - Adhere to the 4 tribes agreements
  - Use language that is equitable and sensitive to diversity
  - Use language to persuade, convince, correct or disagree
- Benchmark: 4.3.2 Work cooperatively as a member of a group  
  
Indicators:
  - Demonstrate knowledge of group process by listening, interacting, and evaluating
- Benchmark: 4.3.3 Seek agreement and solutions through discussion  
  
Indicators:
  - Apply effective strategies to complex group problems
  - Demonstrate willingness to build consensus
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
  - Benchmark: 4.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Establish and apply criteria for evaluating one’s own and others’ presentations
    - Articulate the qualities that make a presentation effective
    - Assess own strengths and needs as a presenter
  - Benchmark: 4.4.2 Seek and offer feedback  
  
Indicators:
    - Evaluate and apply feedback appropriately
  - Benchmark: 4.4.3 Analyze mass communication  
  
Indicators:
    - Identify various forms of mass communication such as magazines, television, newspaper, and the internet
    - Identify simple advertisements
    - Identify fact, opinion, and assumptions in mass communication
    - Understand that all media is produced from a point of view and with a set of assumptions
  - Benchmark: 4.4.4 Analyze how communication is used in career settings (real life settings)  
  
Indicators:
    - Identify different ways people communicate in a variety of settings (e.g., telephone, email, formal presentations)

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Grade 5

#### ○ STANDARD 1

The student uses listening and observation skills to gain understanding

- Benchmark: 5.1.1 Focus attention

Indicators:

- Adhere to 4 tribes agreements (attentive listening, mutual respect, no put downs & appreciations, right to pass)
- Demonstrate attending behavior (nodding, eye contact, taking notes, body position, asking questions)
- Listen without interrupting
- Attend to a growing range of oral presentations

- Benchmark: 5.1.2 Listen and observe to gain and interpret information

Indicators:

- Observe physical details and/or behaviors in a learning task
- Recognize non-verbal communication
- Discuss relationships among ideas, information and events in visual text
- Identify, and explain the following:
  - Important and extraneous details
  - Relationships in stories, poems, etc.
- Use listening strategies for informal messages (note-taking, outlining, webbing, charts)

- Benchmark: 5.1.3 Check for understanding by asking questions and paraphrasing

Indicators:

- Ask questions to clarify content and meaning (who, what, why, when, where, how)
- Demonstrate paraphrasing skills in conversations and messages
- Select information and give opinions

#### ○ STANDARD 2

The student communicates ideas clearly and effectively

- Benchmark: 5.2.1 Communicate clearly to a range of audiences for different purposes

Indicators:

- Speak to a variety of audiences
- Communicate for a range of purposes (inform, create, explain, persuade, entertain)
- communicate in an expanding range of forms (reports, directions)
- show awareness of audience needs and make limited adjustments

- Benchmark: 5.2.2 Develop content and ideas

Indicators:

- Choose content which is appropriate to own purpose

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Select relevant material and documents from a variety of sources
- Organize information in a sequential pattern using transitions
- Use simile, metaphor, and figures of speech to describe ideas in concrete form

- Benchmark: 5.2.3 Use effective delivery

Indicators:

- Speak expressively and fluently
- Use an appropriate rate and volume of speech
- Project voice
- Use effective posture and eye contact
- Use appropriate facial expression and body language to heighten and emphasize message

- Benchmark: 5.2.4 Use effective language and style

Indicators:

- Use words and illustrations to create an effective presentation
- Use range of vocabulary related to particular topic
- Speak using standard grammar
- Begin to use complex sentences
- Use language that is engaging and well-suited to topic and audience

- Benchmark: 5.2.5 Effectively use action, sound, and/or images to support presentation

Indicators:

- Explore a variety of media and resources to convey message or enhance an oral presentation
- Use available technology as presentation tool

- STANDARD 3

The student uses communication strategies and skills to work effectively with others

- Benchmark: 5.3.1 Use language to interact effectively and responsibly with others

Indicators:

- Adhere to the 4 tribes agreements
- Demonstrate conversation skills (enter in, take turns, respond to others, close a conversation)
- Introduce idea of language that is free from stereotyping, bias, libel, slander, harassment, or put-downs
- Vary responses appropriately to types of speech and audiences
- Show awareness of possible difficulties when communication cross-culturally

- Benchmark: 5.3.2 Work cooperatively as a member of a group

Indicators:

- Assume different roles or tasks within a group
- Contribute to group with ideas, suggestions and effort



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Respect others' feelings and opinions
- Allow time for responses and reflection
- Benchmark: 5.3.3 Seek agreement and solutions through discussion  
  
Indicators:
  - Identify ideas and points of view
  - Accept responsibility for personal actions
  - Contribute responsibly to group efforts
  - Begin to choose a position and develop a plan of action
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
  - Benchmark: 5.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Identify the qualities of an effective presentation
    - Use established criteria to evaluate and improve own presentations
  - Benchmark: 5.4.2 Seek and offer feedback  
  
Indicators:
    - Offer constructive feedback on others' presentations
    - Accept and use feedback on own presentation when appropriate
  - Benchmark: 5.4.3 Analyze mass communication  
  
Indicators:
    - Identify and evaluate the techniques used in a mass communication (identify messages in simple advertisements)
    - Develop awareness of the power of media (advertising, television, internet)
    - Begin to identify different communication techniques used in a variety of career settings, such as to persuade, inform, and instruct
  - Benchmark: 5.4.4 Analyze how communication is used in career settings  
  
Indicators:
    - Identify different ways people communicate in the workplace, for example, telephone, e-mail, or formal presentations

### Grade 6

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 6.1.1 Focus attention  
  
Indicators:
    - Give evidence of paying attention - listen actively by nodding, maintaining eye contact, taking notes, and asking relevant questions

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Respond appropriately in social interactions and in receiving information
- Listen quietly
- Benchmark: 6.1.2 Listen and observe to gain and interpret information  
  
Indicators:
  - Identify the relationship between verbal and non-verbal communication
  - Identify, interpret and gather information from visual aids such as illustrations, maps, graphs, charts, objects, etc.
  - Listen for, identify, and explain important and extraneous details, and relationships in stories and poems
  - Demonstrate listening strategies for gaining information (note taking, outlining, webbing, charts)
- Benchmark: 6.1.3 Check for understanding by asking questions and paraphrasing  
  
Indicators:
  - Continue to ask clarifying questions
  - Paraphrase conversations and information
  - Learn to infer
  - hypothesize
- STANDARD 2  
The student communicates ideas clearly and effectively
  - Benchmark: 6.2.1 Communicate clearly to a range of audiences for different purposes  
  
Indicators:
    - Consider needs of audience when adjusting communication
    - Communicate to inform, explain, persuade, and entertain
    - Communicate using oral reports, dramatizations, and acting
  - Benchmark: 6.2.2 Develop content and ideas  
  
Indicators:
    - Select topic of choice and tailor it to address audience appropriately
    - Cite sources used by referring to them in presentation (i.e. according to “Consumer Reports”)
    - Present organized material with smooth transitions
    - Present a reasonable argument that can be supported with facts and statistics and observations
  - Benchmark: 6.2.3 Use effective delivery  
  
Indicators:
    - Speak clearly, confidently and at a comfortable but audible volume without shouting or mumbling
    - Project voice in a controlled manner
    - Use gestures
    - Use visual aids effectively

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 6.2.4 Use effective language and style  
  
Indicators:
  - Use standard grammar in formal presentations
  - Use complex sentences
  - Vary word choice when speaking about topic
  - Use language that is understood by the audience
  - Use words and visual aids to create an effective presentation
  - Use language that is engaging and well-suited to the topic and audience
- Benchmark: 6.2.5 Effectively use action, sound, and/or images to support presentations  
  
Indicators:
  - Explore and use a variety of media and resources to convey messages or enhance oral presentations
  - Use available technology as a presentation tool
- STANDARD 3  
The student uses communication strategies and skills to work effectively with others
  - Benchmark: 6.3.1 Use language to interact effectively and responsibly with others  
  
Indicators:
    - Use language to
      - Greet people
    - Introduce
    - Commend
    - Congratulate
    - Express feelings
    - Persuade
    - Respond appropriately to speeches, presentations and audiences
    - Use positive language that stays away from harassment, libel, slander, stereotyping or put-downs
    - Respond appropriately when offensive comment is made
    - Identify cultural assumptions and views on life
  - Benchmark: 6.3.2 Work cooperatively as a member of a group  
  
Indicators:
    - Assume roles/jobs within a group
    - Contribute to group through sharing ideas, information and asking questions
    - Share group work
    - Respect others' talents, interests, and contributions to the group:
    - Allow time for responses and reflection
    - Talk in turn
    - Resolve to agree to disagree respectfully
  - Benchmark: 6.3.3 Seek agreement and solutions through discussion  
  
Indicators:
    - Acknowledge others' ideas and points of views

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Compare and contrast others' points of view with own
  - Check for understanding in group interactions
  - Contribute responsibly to group efforts
  - Define challenges of group work - come up with ways to deal with members who don't pull their weight
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
    - Benchmark: 6.4.1 Assess strengths and need for improvement  
  
Indicators:
      - Know the qualities of effective presentation
      - Evaluate a range of presentations in order to recognize weaknesses and strengths in own communication
    - Benchmark: 6.4.2 Seek and offer feedback  
  
Indicators:
      - Seek and offer feedback - give and accept constructive criticism with guidance
      - Express feedback in a tactful manner
      - Revise presentations as appropriate with feedback received

### Grade 7

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 7.1.1 Focus attention  
  
Indicators:
    - Identify different forms used to cite sources when writing reports or technical documents according to MLA standards
    - Identify and apply the elements of research writing
    - Write a business letter
  - Benchmark: 7.1.2 Listen and observe to gain and interpret information  
  
Indicators:
    - Identify the relationship between verbal and non-verbal communication
    - Identify, interpret and gather information from visual aids such as illustrations, maps, graphs, charts, objects, etc.
    - Listen for, identify, and explain important and extraneous details; Relationships (within stories or poems); Pitch, intensity, and intonation
    - Demonstrate listening strategies for gaining information
  - Benchmark: 7.1.3 Check for understanding by asking questions and paraphrasing  
  
Indicators:
    - Ask questions to clarify content and meaning in a variety of contexts and

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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situations

- Paraphrase conversations and information
- Ask questions to verify judgments and inferences
- Construct hypotheses

### ○ STANDARD 2

The student communicates ideas clearly and effectively

- Benchmark: 7.2.1 Communicate clearly to a range of audiences for different purposes

Indicators:

- Communicate with an expanding range of audiences, including community members
- Consider needs of audience when making limited adjustments in content and technique
- Communicate for a range of purposes: to inform, explain, persuade, and entertain
- Give different forms of oral presentation: book reports, research findings, skits, role play, radio drama, etc.

- Benchmark: 7.2.2 Develop content and ideas

Indicators:

- Choose content appropriate to own purposes and interests and needs of an audience
- Select and document relevant material from a variety of sources in presentations
- Organize/sequence information using transitions
- Develop a rational argument using adequate, specific support

- Benchmark: 7.2.3 Use effective delivery

Indicators:

- Speak at a volume and pace appropriate to the situation
- Project voice well
- Appeal to the interests of the audience
- Use good posture and eye contact
- Use facial statement and body language to heighten and emphasize message
- Enunciate words clearly
- Use appropriate tone for context

- Benchmark: 7.2.4 Use effective language and style

Indicators:

- Speak using standard grammar
- Use complex sentences
- Use a range of vocabulary related to a particular topic
- Use appropriate word choice for audience/purpose

- Benchmark: 7.2.5 Effectively use action, sound, and/or images to support presentations

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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Indicators:

- Use a variety of media to illustrate and support ideas: projects, pictures, graphs, charts, etc.
- Use available technology as a presentation tool

○ STANDARD 3

The student uses communication strategies and skills to work effectively with others

- Benchmark: 7.3.1 Use language to interact effectively and responsibly with others

Indicators:

- Use language to interact with others: greet people, compliment, give encouragement, express feelings
- Respond to different types of speech and audiences
- Use language that is free from stereotyping, bias, libel, slander, or harassment
- Respond appropriately when offensive comment is made
- Identify cultural assumptions and perspectives

- Benchmark: 7.3.2 Work cooperatively as a member of a group

Indicators:

- Assume roles or tasks within a group to perform a task
- Contribute to group with suggestions, research, and effort
- Demonstrate respect for others' opinions by allowing time for responses
- Involve all group members

- Benchmark: 7.3.3 Seek agreement and solutions through discussion

Indicators:

- Check for understanding in group interactions
- Contribute responsibly and equally to group efforts
- Choose a position and develop a plan of action
- Define challenges and encourage others to action
- Address problem when someone isn't doing their share
- Acknowledge others' ideas and points of view

○ STANDARD 4

The student analyzes and evaluates the effectiveness of formal and informal communication

- Benchmark: 7.4.1 Assess strengths and need for improvement

Indicators:

- Establish and apply criteria for evaluating one's own and others' presentation
- Know the qualities that make a presentation effective
- Evaluate effective presentations to improve own work
- Be able to recognize weaknesses in less effective presentations

- Benchmark: 7.4.2 Seek and offer feedback

Indicators:

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- With guidance, offer feedback on others' presentations with regard to content, organization, and delivery skills
- Accept feedback when appropriate and revise own presentation

### Grade 8

#### ○ STANDARD 1

The student uses listening and observation skills to gain understanding

- Benchmark: 8.1.1 Focus attention

Indicators:

- Demonstrate attending behaviors (nodding, eye contact, body position, asking questions)
- Use attention level appropriate for particular circumstances and contexts
- Begin to reflect/analyze on ideas while paying attention and listening

- Benchmark: 8.1.2 Listen and observe to gain and interpret information

Indicators:

- Interpret verbal and non-verbal communication
- Interpret visual information and/or people's behaviors
- Listen for, identify and explain: information vs. persuasion
- Use a variety of effective listening strategies

- Benchmark: 8.1.3 Check for understanding by asking questions and paraphrasing

Indicators:

- Ask questions to interpret oral and visual contexts based on information from a variety of sources
- Paraphrase to expand understanding
- Make judgments and inferences
- Ask questions to refine/verify hypothesis

#### ○ STANDARD 2

The student communicates ideas clearly and effectively

- Benchmark: 8.2.1 Communicate clearly to a range of audiences for different purposes

Indicators:

- Communicate with different audiences
- Identify and use oral presentations: book reports, research findings

- Benchmark: 8.2.2 Develop content and ideas

Indicators:

- Access and use a variety of primary and secondary sources
- Create an organized presentation with a clear sequencing of ideas and transitions
- Make a well-thought-out presentation supported by related details

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Benchmark: 8.2.3 Use effective delivery  
  
Indicators:
  - Speak in a tone, volume, and pace to aid communication
  - Project voice well
  - Use good posture and eye contact
  - Use facial expressions, body movement, and gestures where appropriate
  - Enunciate clearly
  - Use appropriate tone for context/type of presentation
- Benchmark: 8.2.4 Use effective language and style  
  
Indicators:
  - Speak using standard grammar
  - Use a variety of sentence structure
  - Use language that is interesting and well-suited to the topic and audience
  - Begin to experiment with voice for audience and purpose
  - Use appropriate word choice for audience and/or purpose
- Benchmark: 8.2.5 Effectively use action, sound, and/or images to support presentations  
  
Indicators:
  - Communicate using oral, artistic, graphic, and/or multimedia presentation: Pictures, music, artwork, graphs, computers, overhead
  - Use available technology to present ideas
- STANDARD 3  
The student uses communication strategies and skills to work effectively with others
  - Benchmark: 8.3.1 Use language to interact effectively and responsibly with others  
  
Indicators:
    - Use language to persuade, convince, correct, and disagree appropriately
    - Use appropriate colloquialisms with peers and adults
    - Use accurate language
    - Show awareness of cultural premises and assumptions
  - Benchmark: 8.3.2 Work cooperatively as a member of a group  
  
Indicators:
    - Participate in a group to write, attempt consensus, propose solutions, or achieve results
    - Make an equal individual contribution to group
    - Encourage all group members to participate
  - Benchmark: 8.3.3 Seek agreement and solutions through discussion  
  
Indicators:
    - Respect that a solution may require compromise
    - Analyze group interaction, understanding the consequences or how it affected the group overall



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Accept accountability for group results
- Implement a plan of action
- Influence others to act independently
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
  - Benchmark: 8.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Use established criteria to improve presentations
    - Examine one’s own strengths and weaknesses as a presenter
  - Benchmark: 8.4.2 Seek and offer feedback  
  
Indicators:
    - Offer feedback on others’ presentations with regard to content, design, delivery skills, word choice, and conventions
    - Seek and apply feedback

### Grade 9

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 9.1.1 Focus attention  
  
Indicators:
    - Demonstrate attending behaviors (nodding, eye contact, taking notes, body position, asking questions)
    - Explain the importance of using attending skills
    - Explore and reflect on ideas while attending and listening
  - Benchmark: 9.1.2 Listen and observe to gain and interpret information  
  
Indicators:
    - Interpret verbal and non-verbal cues
    - Listen for conclusions drawn from inferences
    - Draw inferences based on visual experiences (art, illustrations, video, graphic organizers, movement)
    - Demonstrate the ability to suspend judgment while listening to another’s point of view
    - Understand and use a variety of effective listening strategies:
      - receiving
      - interpreting
      - evaluating
      - responding
    - Understand and compensate for listening barriers
    - Listen for, identify, and explain emotive rhetoric verses reasoned arguments
  - Benchmark: 9.1.3 Check for understanding by asking questions and paraphrasing

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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### Indicators:

- Ask questions to clarify content and meaning (who, what, why, when, and how)
- Interpret oral information, facts, details, and feelings to make inferences and further understanding
- Use paraphrasing skills in conversations and informative messages

### ○ STANDARD 2

The student communicates ideas clearly and effectively

- Benchmark: 9.2.1 Communicate clearly to a range of audiences for different purposes

### Indicators:

- Communicate effectively with an expanding range of audiences
- Communicate for a range of purposes (to inform, entertain, and persuade)
- Identify and use a range of communication forms (debates, formal speeches, informal speeches, prepared and impromptu speeches)
- Make connections between own purpose and audience's interests and needs
- Understand cultural influences on communication

- Benchmark: 9.2.2 Develop content and ideas

### Indicators:

- Vary content to convey message to chosen audience
- Select and document relevant material from a variety of sources
- Use technology to browse, retrieve, and select information from various sources and correctly document those sources
- Create a well-organized presentation based on accepted conventions for specific types of speeches (debate, commentary)
- Make creative presentations appropriate to purpose and audience (reader's theater)
- Employ standards of conventional public speaking such as introduction, body and conclusion
- Make a well reasoned, insightful presentation supported by related details

- Benchmark: 9.2.3 Use effective delivery

### Indicators:

- Use variations in pitch, rate, and volume appropriately
- Project voice appropriately
- Use logic, argument, or appeal to feeling to persuade others
- Use good posture and eye contact
- Use facial expression and body language to heighten and emphasize message
- Enunciate clearly
- Demonstrate oral fluency

- Benchmark: 9.2.4 Use effective language and style

### Indicators:

- Speak using standard grammar
- Use a range of sentence structures

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Use language that is engaging and well-suited to topic and audience
  - Use figurative language and/or dialect to create an intended effect
  - Benchmark: 9.2.5 Effectively use action, sound, and/or images to support presentations
  - Indicators:
    - Develop visual aids to enhance delivery of formal speeches
    - Use prior knowledge and experimentation to create new ideas or products
    - Use available technology as a presentation tool
- STANDARD 3  
The student uses communication strategies and skills to work effectively with others
  - Benchmark: 9.3.1 Use language to interact effectively and responsibly with others
  - Indicators:
    - Use language to persuade, convince, correct, or disagree
    - Contribute to discussions with appropriate comments
    - Use knowledge of group roles and characteristics to interact with others
    - Use non-verbal cues to enhance communication
    - Demonstrate respect for other opinions by listening attentively
  - Benchmark: 9.3.2 Work cooperatively as a member of a group
  - Indicators:
    - Assume different roles within a group
    - Demonstrate leadership
    - Summarize a group discussion
    - Assess group interaction
    - Use group process to work toward consensus
  - Benchmark: 9.3.3 Seek agreement and solutions through discussion
  - Indicators:
    - Demonstrate use of the group process to achieve consensus or results
    - Ask questions to clarify content and meaning (who, what, why, when, where, how) in a variety of situations and contexts
    - Observe, question, and check for understanding
    - Contribute responsibly to group efforts
    - Choose a position, and develop a plan of action
    - Define challenges, and encourage others to action
    - Participate in a formal debate
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
  - Benchmark: 9.4.1 Assess strengths and need for improvement
  - Indicators:
    - Establish and apply criteria for evaluating presentations
    - Make the decision to deviate from established criteria, when appropriate

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Identify the qualities of an effective presentation
- Evaluate own strengths and needs as a presenter
- Benchmark: 9.4.2 Seek and offer feedback  
  
Indicators:
  - Offer feedback on others' presentations when appropriate
  - Seek and accept feedback and revise own presentation when appropriate
- Benchmark: 9.4.3 Analyze mass communication  
  
Indicators:
  - Identify and evaluate techniques used in mass media:
    - Stereotyping
    - Propaganda
  - Identify and explain uses and impact of fact and opinion, bias, slander, and plagiarism
  - Identify the accuracy and point of view communication
- Benchmark: 9.4.4 Analyze how communication is used in career settings  
  
Indicators:
  - Identify and experiment with communication techniques used in variety of settings (to persuade, inform, or instruct)
  - Determine effective communication techniques for career applications

### Grade 10

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 10.1.1 Focus attention  
  
Indicators:
    - Demonstrate attending behaviors (nodding, eye contact, taking notes, body position, asking questions)
    - Explain the impact of using attending skills
    - Explore and reflect on ideas while attending and listening
  - Benchmark: 10.1.2 Listen and observe to gain and interpret information  
  
Indicators:
    - Interpret verbal and non-verbal cues
    - Listen for conclusions made from inferences
    - Demonstrate the ability to suspend judgment while listening to another's point of view
    - Use a variety of effective listening strategies:
      - perceiving
      - discriminating
      - attending
      - assigning meaning
      - evaluating

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- responding
- remembering
- Benchmark: 10.1.3 Check for understanding by asking questions and paraphrasing  
  
Indicators:
  - Ask questions to clarify content and meaning (who, what, why, when, and how)
  - Interpret oral information, facts, details, and feelings to make inferences and further understanding
  - Use paraphrasing skills in conversations and informative messages
  - Acknowledge strongly held views while still making own viewpoint and opinions
  - Ask questions to verify and refine hypothesis
  - Listen for main ideas, support with evidence and restate in own words
- STANDARD 2  
The student communicates ideas clearly and effectively
  - Benchmark: 10.2.1 Communicate clearly to a range of audiences for different purposes  
  
Indicators:
    - Communicate with a range of audiences in small and large groups
    - Use a wide range of communication forms
    - Make connections between own purpose and audience needs
  - Benchmark: 10.2.2 Develop content and ideas  
  
Indicators:
    - Vary content to convey message to chosen audience
    - Use technology to browse, retrieve, and select information from various sources
    - Create a comprehensive and well-organized presentation
    - Make a well-reasoned insightful presentation by incorporating related details
  - Benchmark: 10.2.3 Use effective delivery  
  
Indicators:
    - Skillfully use voice inflection and volume
    - Project voice appropriately
    - Use logic, argument, or appeal to feeling to persuade others
    - Use good posture and eye contact
    - Use facial expression, body movement, and gestures to convey tone and mood appropriate to audience and message
    - Demonstrate oral fluency
  - Benchmark: 10.2.4 Use effective language and style  
  
Indicators:
    - Skillfully use voice inflection and volume
    - Project voice appropriately

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Use logic, argument, or appeal to feeling to persuade others
- Use good posture and eye contact
- Use facial expression, body movement, and gestures to convey tone and mood appropriate to audience and message
- Demonstrate oral fluency

- Benchmark: 10.2.5 Effectively use action, sound, and/or images to support presentations

Indicators:

- Communicate messages through oral, artistic, graphic and/or multi-media presentations when appropriate
- Connect ideas and products to form new concepts
- Demonstrate sophisticated use of available technology to present ideas and concepts

- STANDARD 3

The student uses communication strategies and skills to work effectively with others

- Benchmark: 10.3.1 Use language to interact effectively and responsibly with others

Indicators:

- Contribute to discussions with succinct, appropriate comments
- Use appropriate humor, slang, idioms, and conversational style with peers and adults
- Use language that is truthful, accurate, and equitable
- Use language to persuade, convince, correct, or disagree

- Benchmark: 10.3.2 Work cooperatively as a member of a group

Indicators:

- Assume different roles within a group
- Summarize a group discussion
- Participate in a group with ideas, suggestions, in an effort to write, work toward consensus, make individual contributions and extend the contributions of others.
- Encourage group members to offer ideas and point of view
- Use group process to work toward consensus and/or achieve results
- Demonstrate leadership.

- Benchmark: 10.3.3 Seek agreement and solutions through discussion

Indicators:

- Analyze a problem, and identify the physical, emotional, and intellectual resources needed
- Use a variety of sources and media to access relevant information
- Apply relevant prior knowledge
- Identify alternative courses of action or hypotheses
- Determine the positive and negative consequences
- Establish criteria for evaluating course of action
- Refine course of action
- Evaluate results

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

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- Realize that solutions and decisions must include diverse ideas and points of view
- Analyze group interaction to anticipate consequences
- Accept responsibility for group results
- Influence by encouraging and supporting others to act independently
- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
  - Benchmark: 10.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Establish and apply criteria for evaluating one’s own and others’ presentations
    - Use criteria to improve presentation and defend choices
    - Articulate the qualities that make a presentation effective
    - Assess own strengths and needs as a presenter
  - Benchmark: 10.4.2 Seek and offer feedback  
  
Indicators:
    - Offer feedback to peers
    - Seek and accept feedback
  - Benchmark: 10.4.3 Analyze mass communication  
  
Indicators:
    - Identify and evaluate techniques used in mass media:
      - stereotyping
    - Analyze, identify and explain the impact of fact, opinion, bias, slander, plagiarism and propaganda
    - Identify analyze and interpret the accuracy and point of view communication, and the influence of media sources
    - Explain the use of fact, opinion, and bias
  - Benchmark: 10.4.4 Analyze how communication is used in career settings  
  
Indicators:
    - Identify and experiment with communication techniques used in variety of settings (to persuade, inform, or instruct)

### Grade 11

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 11.1.1 Focus attention  
  
Indicators:
    - Demonstrate attending behaviors (nodding, eye contact, taking notes, body position, asking questions)
    - Explore and reflect on ideas while attending and listening

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: 11.1.2 Listen and observe to gain and interpret information  
  
Indicators:
  - Interpret verbal and non-verbal cues
  - Verify conclusions made from inferences
  - Listen for, identify and explain the following:
    - Main ideas
    - Details
    - Meaning
    - Facts and opinions
    - Information/persuasion
    - Inferences
    - Emotional rhetoric and reasoned arguments
- Benchmark: 11.1.3 Check for understanding by asking questions and paraphrasing  
  
Indicators:
  - Ask questions to clarify content and meaning (who, what, why, when, and how) in a variety of situations and context
  - Interpret oral information, facts, details, and feelings to make inferences and further understanding
  - Acknowledge and respect strongly held views while still making own viewpoint and opinions clear
- STANDARD 2  
The student communicates ideas clearly and effectively
  - Benchmark: 11.2.1 Communicate clearly to a range of audiences for different purposes  
  
Indicators:
    - Ask questions to clarify content and meaning (who, what, why, when, and how) in a variety of situations and context
    - Interpret oral information, facts, details, and feelings to make inferences and further understanding
    - Acknowledge and respect strongly held views while still making own viewpoint and opinions clear
  - Benchmark: 11.2.2 Develop content and ideas  
Indicators:
    - Document primary and secondary sources representing a variety of views and perspectives
    - Use communication technologies to gather data in order to analyze and synthesize
    - Make a well reasoned, insightful presentation
  - Benchmark: 11.2.3 Use effective delivery  
  
Indicators:
    - Skillfully use voice inflection and volume
    - Project voice
    - Use logic, argument, or appeal to feelings to address audience



# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Use appropriate techniques to receive and hold audience’s attention
- Use good posture and eye contact
- Use facial statement, body movement, and gestures to convey tone and mood appropriate to audience and message
- Demonstrate oral fluency

- Benchmark: 11.2.4 Use effective language and style

Indicators:

- Communicate messages through oral, artistic, graphic, and/or multi-media presentations
- Connect ideas and products to form new concepts
- Make creative presentations using appropriate
- Fluency
- Flexibility
- Synthesis
- Analysis
- Originality
- Elaboration

- Benchmark: 11.2.5 Effectively use action, sound, and/or images to support presentations

Indicators:

- Communicate messages through oral, artistic, graphic, and/or multi-media presentations when appropriate
- Connect ideas and products to form new concepts
- Demonstrate sophisticated use of available technology to present ideas and concepts

- STANDARD 3

The student uses communication strategies and skills to work effectively with others

- Benchmark: 11.3.1 Use language to interact effectively and responsibly with others

Indicators:

- Use language that is equitable and sensitive to diversity
- Use language to persuade, convince, correct or disagree

- Benchmark: 11.3.2 Work cooperatively as a member of a group

Indicators:

- Demonstrate knowledge of group process by listening, interacting and evaluating
- Demonstrate leadership skill

- Benchmark: 11.3.3 Seek agreement and solutions through discussion

Indicators:

- Apply effective strategies to solve complex group problems
- Demonstrate willingness to build consensus

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- STANDARD 4  
The student analyzes and evaluates the effectiveness of formal and informal communication
  - Benchmark: 11.4.1 Assess strengths and need for improvement  
  
Indicators:
    - Apply criteria for evaluating one’s own and others’ presentations
    - Articulate the qualities that make a presentation effective
    - Assess own strengths and needs as a presenter
  - Benchmark: 11.4.2 Seek and offer feedback  
  
Indicators:
    - Evaluate and apply feedback appropriately
  - Benchmark: 11.4.3 Analyze mass communication  
  
Indicators:
    - Identify and evaluate the effectiveness of the following communication:
      - stereotyping
      - plagiarism
      - bias
      - libel
      - slander
      - invasions of privacy
      - harassment
    - Explain how communication choices have equity, cultural, and legal consequences
    - Identify and evaluate techniques used in mass media:
      - bandwagon
      - hasty generalizations
      - poisoning the well
      - transfer
    - Describe the impact of fact, opinion, and bias
    - Analyze and interpret the influence of mass media sources
  - Benchmark: 11.4.4 Analyze how communication is used in real-life settings  
  
Indicators:
    - Identify and experiment with communication techniques used in a variety of settings (to persuade, inform, or instruct, comment)

### Grade 12

- STANDARD 1  
The student uses listening and observation skills to gain understanding
  - Benchmark: 12.1.1 Focus attention  
  
Indicators:
    - Demonstrate attending behaviors (nodding, eye contact, taking notes, body

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

position, asking questions)

- Explore and reflect on ideas while attending and listening

- Benchmark: 12.1.2 Listen and observe to gain and interpret information

Indicators:

- Interpret verbal and non-verbal cues
- Listen for conclusions drawn from inferences
- Listen for, identify and explain the following:
  - Main ideas
  - Details
  - Meaning
  - Facts and opinions
  - Information/persuasion
  - Inferences
  - Emotional rhetoric and reasoned arguments

- Benchmark: 12.1.3 Check for understanding by asking questions and paraphrasing

Indicators:

- Ask questions to discover content and meaning (who, what, why, when, and how) in a variety of situations and context
- Interpret oral information, facts, details, and feelings to make inferences and further understanding
- Acknowledge and respect strongly held views while still making own viewpoint and opinions clear

- STANDARD 2

The student communicates ideas clearly and effectively

- Benchmark: 12.2.1 Communicate clearly to a range of audiences for different purposes

Indicators:

- Communicate with a range of peer and adult audiences
- Communicate for a range of purposes (to reflect, make inferences, interview, explain, inform, persuade, comment)
- Identify and use a wide range of communication forms
- Make connections between own purpose and audience needs
- Analyze the relationship between vocabulary, statement patterns, and effective communication

- Benchmark: 12.2.2 Develop content and ideas

Indicators:

- Assess and document primary and secondary sources representing a variety of views and perspectives
- Use communication technologies to gather data to analyze and synthesize
- Make well-reasoned, insightful presentations

- Benchmark: 12.2.3 Use effective delivery

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

Indicators:

- Skillfully use voice inflection and volume
- Project voice
- Use logic, argument, or appeal to feelings to address an audience
- Use appropriate techniques to receive and hold audience's attention
- Use good posture and eye contact
- Use facial expression, body movement, and gestures to convey tone and mood appropriate to audience and message
- Demonstrate oral fluency

- Benchmark: 12.2.4 Use effective language and style

Indicators:

- Communicate messages through oral, artistic, graphic, and/or multi-media presentations when appropriate
- Connect ideas and products to form new concepts
- Make creative presentations using appropriate
  - fluency
  - flexibility
  - synthesis
  - analysis
  - originality
  - elaboration
- Demonstrate sophisticated use of technology to present ideas and concepts

- Benchmark: 12.2.5 Effectively use action, sound, and/or images to support presentations

Indicators:

- Communicate messages through oral, artistic, and/or multi-media presentations when appropriate
- Connect ideas and products to form new concepts
- Demonstrate sophisticated use of available technology to present ideas and concepts

- STANDARD 3

The student uses communication strategies and skills to work effectively with others

- Benchmark: 12.3.1 Use language to interact effectively and responsibly with others

Indicators:

- Use language that is equitable and sensitive to diversity
- Use language to persuade, convince, correct or disagree

- Benchmark: 12.3.2 Work cooperatively as a member of a group

Indicators:

- Demonstrate knowledge of group process by listening, interacting, and evaluating
- Demonstrate leadership skill

# ACADEMIC STANDARDS AND BENCHMARKS

## LANGUAGE ARTS / ENGLISH

---

- Benchmark: 12.3.3 Seek agreement and solutions through discussion

Indicators:

- Apply effective strategies to complex group problems
- Demonstrate willingness to build consensus

- STANDARD 4

The student analyzes and evaluates the effectiveness of formal and informal communication

- Benchmark: 12.4.1 Assess strengths and need for improvement

Indicators:

- Establish and apply criteria for evaluating one's own and others' presentations
- Articulate the qualities that make a presentation effective
- Assess own strengths and needs as a presenter

- Benchmark: 12.4.2 Seek and offer feedback

Indicators:

- Evaluate and apply feedback appropriately

- Benchmark: 12.4.3 Analyze mass communication

Indicators:

- Identify and evaluate the effectiveness of the following communication:
  - stereotyping
  - plagiarism
  - bias
  - libel
  - slander
  - invasions of privacy
  - harassment
  - Explain how communication choices have equity, cultural, and legal consequences
  - Identify and evaluate techniques used in mass media:
    - bandwagon
    - hasty generalizations
    - poisoning the well
    - transfer
  - Describe the impact of fact, opinion, and bias
  - Analyze and interpret the influence of mass media sources

- Benchmark: 12.4.4 Analyze how communication is used in career settings

Indicators:

- Identify and experiment with communication techniques used in variety of settings (to persuade, inform, comment, or instruct)