

Grade Level Performance Indicator Progression

for Language Arts

REVISED

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GRADE LEVEL PERFORMANCE INDICATOR (GLPI) PROGRESSION FOR LANGUAGE ARTS

The Grade Level Performance Indicators (GLPIs) for the Hawaii Content and Performance Standards were developed to further refine the HCPS benchmarks by providing statements for each grade that describe student work and performance that result from quality instruction. The *Grade Level Performance Indicator Progression* is organized by strands and content standards and displays the progression of student performance from kindergarten through grade 12. For each benchmark, one or more grade level performance indicators are provided.

TYPES OF STANDARDS. The Grade Level Performance Indicator Progression identifies two types of standards, benchmarks, and indicators: essential and desirable.

Essential standards, benchmarks, and/or indicators are expectations for *all* students and *must* be addressed by schools in instruction. Students must be provided with learning opportunities to learn and attain the standards. **The essential standards, benchmarks, and/or indicators are indicated in boldface type in this document.**

Desirable standards, benchmarks, and/or indicators are standards that are expectations for *some* students. On the elementary level, the decision to address these standards is made collaboratively by school staff. The desirable standards are addressed in units or lessons as determined by teachers and student needs and interests. On the secondary level, schools make the decision to address desirable standards via their course offerings. Students choose to take elective courses based on their needs and interests. Desirable standards may be addressed in elective courses and in required courses as needs and interests indicate. *The desirable standards, benchmarks, and/or indicators are indicated by italic type in this document.*

TARGET AUDIENCES. The *Grade Level Performance Indicator (GLPI) Progression* is intended primarily for use by classroom teachers to design and plan standards-based instructional units, lessons, and/or activities. The GLPI Progression can also be used by school administrators and other school curriculum leaders. For example, the GLPI Progression can be used as reference points against which the school's curriculum can be mapped and compared. The GLPI Progression can also be used to communicate to parents what the school expects of their children.

INTENDED USE. The Grade Level Performance Indicators (GLPIs) should not be thought of as the only “indicators” of student performance and progress. While it is very likely that students are meeting the standards and benchmarks associated with that indicator if they can demonstrate what is described in the indicator, multiple forms of assessments are needed to validate student knowledge, skills, and ability to meet the standards.

The *GLPI Progression* was developed to provide grade-by-grade definition to the Hawaii Content and Performance Standards. The GLPIs provide clarity to grade level and subject area teachers as to what is expected of students as they attain the HCPS benchmarks. They provide coherence and lessen the likelihood of gaps or unnecessary repetition in the curriculum. Most importantly, the GLPIs are meant to provide a level of consistency, standardization, and equity in curriculum, instruction, and assessment across all classrooms in each grade level across the state. This *GLPI Progression* document, along with the other documents in the Standards Toolkit (Curriculum Framework, Content Area Scope and Sequence, and Instructional Guide), is to be used as a tool or resource that enables teachers and others who provide instructional and support services to students to focus on improving the quality of teaching.

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Standard 1: READING AND LITERATURE: RANGE—Read a range of literary and informative texts for a variety of purposes.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Read narrative and informative texts.	The student: “Reads” and experiences a variety of narrative (e.g., fairy tales, nursery rhymes, stories, poems, songs) and informational texts (e.g., messages, concept books, factual texts).	The student: Reads widely, experiencing many types of narrative and informational texts that he/she can read independently or with support.
Read for enjoyment and to gain information.	The student: “Reads” for enjoyment and appreciation of literature and to learn and gain information from informational texts.	The student: Reads for enjoyment and appreciation of literature, and to learn from informational texts.
Read and follow simple directions to perform tasks.	The student: “Reads” and follows functional texts such as simple instructions and directions to perform a task.	The student: Reads functional texts (e.g., recipes, instructions, game rules, directions, signs, maps, lists) and follows a simple set of procedures to accomplish a task.

Standard 2: READING AND LITERATURE: COMPREHENSION PROCESSES—Use strategies within the reading processes to construct meaning.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
<p>Make reasonable predictions about what will happen in a story.</p>	<p>The student: Uses pictures to predict story and words and confirm predictions with information in text and from personal experience.</p>	<p>The student: <i>Makes reasonable predictions about what will happen next or what will be learned.</i> Confirms predictions with information in text and from personal experience.</p>
<p>Draw on personal experiences and prior knowledge to comprehend text.</p>	<p>The student: Connects text to own life experiences and prior knowledge.</p>	<p>The student: <i>Puts self in story to understand it.</i> Uses personal experience, prior knowledge, and ideas shared by others to understand text.</p>
<p>Select and organize information to tell a story.</p>	<p>The student: Previews text (e.g., title page, illustrations) to focus reading. Asks questions to establish purpose for reading. Recognizes and recalls important ideas in text (nonfiction). Selects important story elements (e.g., characters, beginning, middle and end events) to retell a story.</p>	<p>The student: Previews text to determine what ideas and information to focus on when reading. Asks questions to establish purpose and focus reading. Determines importance by distinguishing important ideas from unimportant details. Synthesizes information through retelling including only what is important and makes sense.</p>
<p>Monitor reading and self-correct when comprehension breaks down.</p>	<p>The student: Recognizes when the text he/she is reading does not make sense and attempts to self-correct (e.g., looks at picture cues; looks for a pattern in predictable text; asks self if word makes sense; recalls if he/she has seen the word before).</p>	<p>The student: Knows when meaning is lost and uses word solving and comprehension strategies to self-correct when comprehension breaks down (e.g., uses context and picture cues; uses word recognition strategies; uses knowledge of word parts to determine unknown words; rereads difficult parts or reads ahead for more information).</p>

Standard 3: READING AND LITERATURE: CONVENTIONS AND SKILLS—Apply knowledge of the conventions of language and texts to construct meaning.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
<p>Show knowledge of the foundations of literacy – concepts about print, phonemic awareness, experience with text – when reading text.</p>	<p>The student: Identifies the front cover, title, and back cover of a book. Follows text from left to right and from top to bottom of a page. Recognizes that oral words are matched to printed words. Claps words in sentence. <i>Tells whether orally presented words and sounds are the same or different.</i> Identifies which word or speech sound is different in an orally presented set of words or sounds. Identifies and produces rhyming words in response to a prompt and distinguishes rhyming words from non-rhyming words. Identifies the initial sound in orally presented one-syllable words. Identifies syllables in words by clapping or saying the syllables. Orally blends syllables or onset-rimes or separates phonemes in one-syllable words. Segments individual sounds in words.</p>	<p>The student: Recognizes that different parts of a book (e.g., title, title page, author, and table of contents) offer information. Distinguishes among letters, words, and sentences. Recognizes that spoken words are represented by specific sequence of letters. Identifies initial, final, and medial sounds in one-syllable words. Blends 3-4 phonemes into a whole word. Segments 3- and 4-phoneme, one-syllable words.</p>
<p>Apply letter knowledge, spelling-sound word recognition strategies, and meaning-based word recognition strategies to decode unknown words in text.</p>	<p>The student: Identifies letter matched to sound. Identifies and names most letters. Says the most common sound associated with individual letters. Blends letter sounds in one-syllable words. Uses pictures, story elements, and text features as clues to meaning.</p>	<p>The student: Produces sounds to common consonant and vowel combinations. Decodes regular one-syllable words fluently. Decodes words with consonant blends and words with letter combinations. Reads words with common word parts. Attends to common word endings (e.g., <i>ing, ed, es, er, est</i>) to accurately decode words. Uses capitalization and punctuation to distinguish sentences in print materials.</p>

LANGUAGE ARTS

GRADES K TO 1

READING AND LITERATURE

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Demonstrate increasing fluency, including the ability to read frequently occurring words by sight.	The student: Recognizes some words by sight including simple, high-frequency words.	The student: Has a vocabulary of high frequency words that are read automatically. Reads with accuracy, expression, and fluency, adhering to punctuation marks.
Learn and use new vocabulary.	The student: Knows and uses words to describe location, size, color, shape, sequence. Knows and uses names and labels of basic concepts (e.g., same, different, fast, slow). Applies new vocabulary in multiple contexts to understand its use.	The student: Sorts words with or without pictures into categories and concepts. Learns and uses unfamiliar words introduced in stories and informational texts. <i>Applies knowledge of word meanings and use new vocabulary in speaking and writing.</i>
Know conventions of fiction and non-fiction.	The student: Identifies role of the author and illustrator. Distinguishes real from imaginary stories. Distinguishes different forms of text (e.g., lists, newsletters, signs). Identifies characters, settings, and important events.	The student: Distinguishes fiction from non-fiction, including fact from fantasy. Recognizes and distinguishes among types of texts (e.g., stories, poems, informational books). Identifies simple story structure (e.g., beginning, middle, end).

Standard 4: **READING AND LITERATURE: RESPONSE**—Respond to text from a range of stances: initial understanding, personal, interpretive, critical.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Identify favorite part of story and give reasons for choice.	The student: Describes favorite part(s) of story and gives reasons for choice.	The student: Describes a memorable part of story or important ideas from text and tells why, using specific examples from the text.
Share information from text.	The student: Retells a story accurately including a beginning, middle, and end. Shares ideas and important information learned from text orally or in “writing.”	The student: States or shares important ideas learned from text.
Interpret text through dramatization, writing, or art.	The student: Interprets story elements such as character, plot, setting, problem/solution, using drama (e.g., movement, choral reading, mime), art (e.g., sketching, making a diorama, sculpting), and writing (e.g., pictures, pictures with words).	The student: Interprets story elements such as character, plot, setting, problem/solution in longer texts using drama, art, writing. <i>Interprets author’s message (e.g., the meaning or message the author seems to be communicating).</i>
Make a personal connection to text.	The student: Shares a personal connection to a story (e.g., how the story made him/her feel; whether he/she has had similar experiences; if any of the characters are like him/herself or someone he/she knows.)	The student: Shares a personal connection to text (e.g., whether he/she has had similar experiences; if any of the characters remind him/her of someone he/she knows; what the story reminds hi/her of or makes him/her feel).
Express an opinion about text and tell why.	The student: Expresses an opinion about a story (e.g., whether he/she would read it again, whether he/she liked it) and tells why. Selects a book he/she likes and tells why.	The student: <i>Tells what makes a character(s) in a story likeable or unlikable and gives reasons why.</i> Gives an opinion about a story (e.g., whether he/she would read it again; whether he/she liked it; why others should read it, etc.) and why.

Standard 5: **WRITING: RANGE**—Write using various forms to communicate for a variety of purposes and audiences.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
<p>Write thoughts and ideas using different forms (e.g., stories, journals, letters).</p>	<p>The student: Uses “writing” integral to daily class activities, e.g., signs an attendance sheet, records the weather, puts an event on a calendar, labels a picture, lists items, writes a thank-you note.</p> <p>Recognizes and attempts personal “writing” using journals, letters, narratives, etc.</p> <p>“Writes” narratives about friends, family, neighbors; descriptions of people, places, events; directions and instructions to complete a simple task; responses to favorite books.</p> <p>Recognizes and attempts literary “writing,” e.g., stories, retellings, poems, books, plays.</p>	<p>The student: Writes about personal experiences in journals, friendly letters, stories, personal narratives, etc.</p> <p>Writes to explain, describe, or give information, e.g., directions, recipes, signs and posters, responses to literature, book reviews, reports.</p> <p>Uses literary forms such as poetry, plays, and stories.</p> <p>Imitates environmental print, e.g., advertisements, logos, captions, posters, labels.</p>
<p><i>Write to communicate thoughts and ideas with others.</i></p>	<p><i>The student: Recognizes that words represent ideas that are communicated to others.</i></p>	<p><i>The student: Writes for familiar audiences about topics of interest.</i></p>

Standard 6: **WRITING: COMPOSING PROCESSES**:—Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
<p>Identify topics for writing by drawing from personal experiences and experiences with texts.</p> <p>Generate ideas by using strategies such as drawing, role playing, and talking.</p> <p>Expand writing by adding simple details.</p> <p>Share writing with others.</p>	<p>The student: Writes on topics drawn from personal experiences and text experiences.</p> <p>Starts writing by drawing, role playing, and/or talking with others.</p> <p>Puts thoughts on paper.</p> <p>Tells others what was written and/or reads own text to self and others.</p>	<p>The student: Writes on topics from personal experience and knowledge, and/or text experiences.</p> <p>Rehearses writing using drawing, role playing, visualizing, or talking.</p> <p>Focuses on one topic and use simple details to develop it.</p> <p>Reads own text to self and others.</p>

Standard 7: WRITING: CONVENTIONS AND SKILLS:—Apply knowledge and understanding of the conventions of language and research when writing.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Apply knowledge of print conventions, sound symbol relations, and sentences.	<p>The student: Is aware of left-to-right, top-to-bottom page orientation.</p> <p>Is aware of word boundaries set off with spaces.</p> <p>Spells phonetically associating letters with sounds, e.g., <i>kitn</i> (kitten), <i>wacht</i> (watched).</p> <p>Spells some commonly used sight words and words in environmental print.</p> <p>May show revision and self-correction (e.g., word scribbled out with attempts to correct error).</p>	<p>The student: Uses spelling that is readable (phonetically represented) and can be understood by the reader without the writer’s help.</p> <p>Represents substantial sounds in a word by spelling phonetically and begins to self-correct when rereading own writing.</p> <p>Uses strategies like sounding out, segmenting, looking for familiar word parts and patterns to spell unfamiliar words.</p> <p>Writes in word strings, simple sentence patterns, and multiple sentences.</p>
Apply knowledge of punctuation and use capitals and periods correctly in writing.	<p>The student: Uses upper and lower case letters.</p> <p>Uses periods, question marks, or exclamation points whether used correctly or not.</p>	<p>The student: Capitalizes the beginning of sentences, the pronoun “I,” own name, names of others.</p> <p>Uses period, question mark, exclamation point.</p> <p>Uses a variety of punctuation (e.g., quotation marks, commas, hyphens) appropriately, if not correctly.</p>

Standard 8: WRITING: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
<p>Communicate meaning to a reader(s).</p> <p>Use description and details to convey meaning.</p> <p>Show a rudimentary sense of form.</p> <p>Show the writer’s involvement with the text.</p>	<p>The student: Expresses ideas and feelings with pictures, scribbling, or “words.”</p> <p>Uses details added to pictures, scribbling, or “words.”</p> <p>Shows a sense of organization (e.g., balance on page through use of white space; proportion and sizing of pictures; drawings put in order, coordination of pictures and text).</p> <p>Shows expressiveness and emotion (e.g., in color, shape, choice of images, choice of labels, choice of topic).</p>	<p>The student: Communicates meaning with words and related pictures.</p> <p>Includes details that describe and paint clear pictures.</p> <p><i>Focuses on a single topic.</i></p> <p>Shows a sense of organization (e.g., use of a title represents early form of a beginning; more than one detail or event is put in order; use of “the end” represents early form of a conclusion).</p> <p>Projects self and feelings.</p>

LANGUAGE ARTS

GRADES K TO 1

ORAL COMMUNICATION

Standard 9: ORAL COMMUNICATION: RANGE—Communicate orally using various forms—interpersonal, group, and public—for a variety of purposes and situations.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Make greetings, introductions, and maintain a conversation using social conventions.	The student: Interacts with others (e.g., greeting each other, making conversation, engaging in activity-related talk) using speaking and listening courtesies.	The student: <i>Interacts with others (e.g., sharing materials with a partner, requesting information, seeking permission, making an apology) using speaking and listening courtesies.</i>
Give and receive oral information, directions, explanations.	The student: Gives and follows simple directions and instructions related to classroom routines and activities (e.g., lining up to go to lunch, putting toys away in their proper place, following a recipe, completing homework).	The student: <i>Gives and follows simple directions and instructions to complete a task or set of procedures.</i>
Participate in dramatic and interpretive oral activities (e.g., role playing, puppetry, choral reading).	The student: Engages in choral reading, role playing, creative movement as a means of self-expression and a tool for exploring ideas.	The student: <i>Engages in all forms of dramatization (e.g., role playing, choral reading, puppetry, mime, inventing dialogue) as a means of self-expression and a tool for learning.</i>

Standard 10: ORAL COMMUNICATION: COMMUNICATION PROCESSES—Use strategies within speaking and listening processes to construct and communicate meaning.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Demonstrate give and take in communication and respond appropriately to what is said.	The student: Demonstrates give and take in communication.	The student: Contributes to a conversation or discussion. Listens to others’ ideas and responds with appropriate verbal or nonverbal comments.
Ask questions for clarification.	The student: Asks questions for more information.	The student: Asks questions to clarify the message or clear up misunderstandings.
Listen attentively by focusing attention on a speaker’s message.	The student: Looks at and focuses attention on the speaker.	The student: Listens attentively by focusing on the speaker and following the speaker’s message.

LANGUAGE ARTS

GRADES K TO 1

ORAL COMMUNICATION

Standard 11: ORAL COMMUNICATION: CONVENTIONS AND SKILLS—Apply knowledge of verbal and nonverbal language to communicate effectively.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Speak clearly and expressively using verbal and nonverbal language (e.g., eye contact, facial expression, vocal variety, and gestures).	The student: Uses volume that enables all to hear. Speaks with expression and relates rising and falling intonation to statements, commands, questions. Uses eye contact to connect with listeners.	The student: <i>Adjusts volume to enable listener to hear what he/she is saying.</i> <i>Speaks with expression and relates rising and falling intonation to statements, commands, questions.</i> <i>Uses eye contact, facial expression, and gestures to connect with listeners and keep them engaged.</i>
Adjust language (e.g., pronunciation and grammar) to be understood.	The student: Uses standard English pronunciation of sounds and words.	The student: Uses standard English pronunciation of sounds and words.

Standard 12: ORAL COMMUNICATION: RHETORIC—Adapt messages appropriate to audience, purpose, and situation.

BENCHMARKS K-1	GRADE K PERFORMANCE INDICATORS	GRADE 1 PERFORMANCE INDICATORS
Use examples and explanations to make ideas clearer.	The student: Talks about personal experiences.	The student: <i>Uses ideas and explanations from personal experience and prior knowledge to make ideas clearer.</i>
Present ideas in an order that is easy to follow.	The student: Stays on topic and presents ideas in some kind of order.	The student: <i>Orders ideas so listeners can follow them.</i>
Use clear language.	The student: Uses familiar words as well as new words to communicate thoughts and feelings.	The student: <i>Uses words that are clear.</i> <i>Uses complete sentences to communicate ideas and feelings.</i>
Deliver messages using appropriate volume, eye contact, and gestures.	The student: Uses appropriate volume, eye contact, and facial expressions when communicating with others.	The student: <i>Delivers messages using volume, eye contact, and gestures appropriate to the situation (e.g., one-to-one, small group, large group).</i>

LANGUAGE ARTS

GRADES 2 TO 3

READING AND LITERATURE

Standard 1: READING AND LITERATURE: RANGE—Read a range of literary and informative texts for a variety of purposes.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
Read both fiction and nonfiction.	The student: Reads a balance of fiction (e.g., picture books, stories, chapter books, poetry, plays, short novels) and nonfiction (e.g., informational books, biographies, journalistic forms, concept books, magazines, reference books).	The student: Reads a range and balance of fiction and nonfiction.
<i>Read for enjoyment and to gain information.</i>	The student: <i>Reads for enjoyment and appreciation of literature and to learn from informational texts.</i>	The student: <i>Reads for own purposes, e.g., for enjoyment, to learn, to gain information.</i>
<i>Read and apply information and directions to perform tasks.</i>	The student: <i>Reads charts, tables, graphs, and maps to complete a task or solve a problem.</i>	The student: <i>Reads functional texts to complete a task or project.</i>

Standard 2: **READING AND LITERATURE: COMPREHENSION PROCESSES**—Use strategies within the reading processes to construct meaning.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
Make conscious connections between prior knowledge and text while reading to construct meaning.	The student: Uses knowledge from self, prior knowledge, and others to read and understand text.	The student: Draws from prior knowledge and experience, literary experience, visual information, and language to construct meaning.
Verify and clarify ideas by referring to text.	The student: Refers to text to verify a prediction or inference and answers a question using information in the text and prior knowledge.	The student: Makes inferences and supports a conclusion based on information in the text.
Use strategies for comprehending text such as predicting, visualizing, questioning, determining importance.	The student: <i>Predicts a probable outcome and confirms the prediction with information in text.</i> Uses visualization to understand text. Asks questions before, during, and after reading to clarify meaning, focus attention, and locate specific answers.	The student: Predicts a probable outcome, checks prediction against information in the text, and adjusts predictions as needed. Uses graphic organizers to understand how ideas are related. Asks questions before, during, and after reading to clarify meaning, focus attention, and locate specific answers.
Recognize breakdowns in comprehension and repair these breakdowns by rereading, asking questions, and seeking clarification.	The student: Monitors comprehension and self-corrects by rereading for accuracy, rereading to pick up additional cues, reading ahead for more information.	The student: Monitors comprehension of longer passages and self-corrects by stopping when reading does not make sense, rereading parts that are unclear, asking questions as he/she reads.
Relate critical facts and details in narrative or informational text to comprehend text.	The student: Recognizes important ideas to understand text.	The student: Recognizes important ideas to understand and interpret text.

Standard 3: READING AND LITERATURE: CONVENTIONS AND SKILLS—Apply knowledge of the conventions of language and texts to construct meaning.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p>Demonstrate fluent reading of grade-level appropriate texts, apply spelling-sound word recognition strategies and meaning-based word recognition strategies as appropriate.</p>	<p>The student: <i>Produces sounds when shown diphthongs and digraphs.</i></p> <p>Decodes words by blending initial letter-sound with common vowel spelling patterns (e.g., diphthongs, digraphs).</p> <p>Uses word structural clues to read compound words, contractions, possessives, inflectional endings.</p> <p>Decodes multisyllabic words not yet known as sight words.</p> <p>Recognizes suffixes, prefixes, and word parts and uses these to identify unknown words.</p> <p><i>Reads and rereads to increase familiarity with new words, and to self-correct word recognition errors.</i></p> <p><i>Reads grade-appropriate sight words accurately and automatically.</i></p> <p>Accurately reads grade-appropriate text at an appropriate rate, pausing at appropriate times, and emphasizing key words to demonstrate comprehension.</p> <p><i>Reads all or most of the words in grade-appropriate texts correctly and fluently, with phrasing, expression, and inflection.</i></p>	<p>The student: <i>Reads regular multisyllabic words.</i></p> <p>Reads compound words, contractions, possessives, inflectional endings.</p> <p>Identifies common word parts (e.g., root words, prefixes, suffixes) and uses them to identify unknown words and meaning.</p> <p>Recognizes and uses similarities among word structures (word families and syllable patterns) to identify unknown words.</p> <p>Uses word meaning and order in sentences to confirm decoding efforts.</p> <p>Identifies homophones (e.g., sea-see) and homographs (multiple meaning words) and applies knowledge in reading.</p> <p>Reads orally from familiar texts with fluency, clarity, and comprehension, using appropriate intonation, emphasis, phrasing, and expression.</p>
<p>Learn and use vocabulary to understand text.</p>	<p>The student: <i>Uses a glossary or dictionary to determine the correct meaning of words.</i></p> <p>Identifies common synonyms and antonyms.</p> <p>Identifies simple multiple-meaning words and uses the correct meaning of words in text.</p> <p>Identifies compound words, recognizes their individual parts, and uses the parts to predict meaning.</p> <p>Determines the meaning of a word based on its use in a sentence.</p>	<p>The student: <i>Uses new words introduced in texts.</i></p> <p><i>Infers the meaning of a word based on its use in a sentence or word structure.</i></p> <p>Uses context clues to determine the meaning of unfamiliar and multiple-meaning words.</p> <p>Explains meaning from figurative language (e.g., similes, metaphors).</p> <p>Increases knowledge of vocabulary through independent reading.</p>

LANGUAGE ARTS

GRADES 2 TO 3

READING AND LITERATURE

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
	<p>Uses context clues, including textual illustrations, to identify the meaning of unfamiliar and multiple-meaning words.</p> <p>Learns and uses new vocabulary introduced in stories and texts.</p> <p>Increases knowledge of vocabulary through independent reading.</p>	<p>Learns and uses words that are introduced in stories and passages.</p>
<p>Apply knowledge of fiction and non-fiction genres to understand text.</p>	<p>The student: <i>Classifies a passage as fiction or non-fiction and identifies reasons for the classification.</i></p> <p>Identifies elements in fiction (e.g., plot, setting, characterization, events).</p> <p>Uses title, table of contents, and chapter headings to locate information in expository text.</p> <p><i>Recognizes distinguishing features of familiar genres (e.g., stories, poems).</i></p>	<p>The student: Identifies elements in fiction (e.g., plot, setting, characterization, problem/solution).</p> <p>Identifies text structures (e.g., chronology, comparison and contrast, enumeration) in fiction and non-fiction texts.</p> <p>Distinguishes among common literary forms such as stories, poems, fables, tall tales, biographies.</p>

Standard 4: READING AND LITERATURE: RESPONSE—Respond to text from a range of stances: initial understanding, personal, interpretive, critical.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
Relate information and events in text to own ideas and life experiences.	The student: Describes how ideas or events in text relate to own life experiences and/or the experiences of others.	The student: Describes how ideas or events in text relate to own life experiences and those of others.
State the important ideas from reading and identify a theme or generalization.	The student: <i>Retells what a story is about, who is in it, what happens, and how the story ends.</i> Recalls important facts and information from text.	The student: Connects the details in a story to express a theme or generalization, supported with information in the text. <i>Considers the text as a whole and expresses what it is about referring to key ideas, events, or elements of text.</i>
Interpret text in a variety of ways.	The student: Interprets text through writing, art, drama. Interprets text by drawing conclusions from the facts and information presented in text.	The student: <i>Interprets a part of the text (e.g., theme, author's message, characters) through writing, drama, art, multi-media.</i> Interprets text by applying the author's message, theme, or big ideas to him/herself and the environment.
State and support an opinion about the text.	The student: Supports an opinion about a book or story, e.g., recommends that others read the book; thinks the book should be made into a movie; wants to read the book again; wants to read more by the same author. <i>Tells what he/she liked or disliked about a book and why with specific examples from text.</i>	The student: Supports an opinion about how the story affects the reader, e.g., what the story makes the reader think about or feel; whether the characters are realistic; how the outcome of the story would have been better if Agrees or disagrees with the author's view of the subject and tells why.

Standard 5: **WRITING: RANGE**—Write using various forms to communicate for a variety of purposes and audiences.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
Write using different forms (e.g., stories, poems, reports, correspondences).	<p>The student: Uses journals or learning logs to write, list, or draw about things learned, observed, experienced.</p> <p>Writes to communicate information, e.g., maps, diagrams, nonfiction narratives, brochures, scientific explanations, directions.</p> <p>Creates literary texts, e.g., poetry such as couplets, tongue twisters, rhymes, songs; plays adapted from familiar stories; made-up or retold stories.</p>	<p>The student: Records thoughts, feelings, and ideas in a writer's notebook, personal journal, or subject area learning log.</p> <p>Communicates information through letters, personal narratives, news stories, book review, directions, instructions, reports, graphs, diagrams, charts.</p> <p>Expresses self creatively through literary forms such as poems (e.g., haiku, limerick, cinquain, concrete poem, free verse), plays based on familiar stories, and stories (e.g., fables, scary stories, realistic stories, tall tales).</p>
<i>Write for self and others about familiar topics and topics of interest.</i>	<i>The student: Writes about self, others, topics of interest.</i>	<i>The student: Writes for familiar and more distant audiences about familiar topics and topics of interest and personal significance.</i>

Standard 6: **WRITING: COMPOSING PROCESSES**—Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p>Use strategies—mapping, brainstorming, reading, and talking—to focus a topic, generate ideas, and keep the writing flowing.</p> <p>Read own writing to check for meaning and rewrite, add, or delete words or ideas to make writing clearer.</p> <p>Share writing at various stages (e.g., drafting, revising, editing, publishing).</p>	<p>The student: Chooses and writes on topics he/she knows and cares about.</p> <p>Generates ideas using strategies like talking with others, listing, brainstorming, freewriting, and writing a draft.</p> <p>Confers with others to identify parts of the writing that are clear and parts that need to be changed or developed.</p> <p>Rereads own writing and makes changes to clarify meaning, e.g., expand description, change words, add details, cross out words.</p> <p>Publishes writing through sharing (e.g., written publication, read aloud, public display).</p>	<p>The student: Selects and writes about topics appropriate to self (e.g., knows and cares about topic), audience, and purpose.</p> <p>Generates topics for writing using strategies that include keeping a writer's notebook, looking at previous pieces of writing, talking with others, reading.</p> <p>Confers with others to clarify meaning, identify areas for revision, and keep the thinking/writing flowing.</p> <p>Rereads and revises and edits own writing (e.g., by questioning; adding, deleting, changing words; adding supporting details; correcting conventions; and/or starting a new draft).</p> <p>Publishes writing through sharing (e.g., written publication, read aloud, public display).</p>

Standard 7: **WRITING: CONVENTIONS AND SKILLS:**—Apply knowledge and understanding of the conventions of language and research when writing.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<p>Follow standard conventions in spelling common words, using simple punctuation, and constructing basic sentences.</p>	<p>The student: Circles misspelled word and comes back to it..</p> <p>Determines spelling of unfamiliar words by stretching out a word slowly and listening for all the sounds.</p> <p>Uses strategies for spelling (e.g., uses patterns or rules, looks for word parts, uses context clues, breaks word into syllables, uses dictionary and spellcheck).</p> <p>Groups sentences containing related information into paragraphs.</p> <p>Uses punctuation in sentences (e.g., commas in a series and in dates; end marks, i.e., period, question mark, exclamation point; quotation marks with dialogue, apostrophe in possessives, contractions).</p> <p>Capitalizes proper nouns, the first word in a quotation, titles of books, periodicals, videos, etc.</p> <p>Has developed sentence sense, e.g., a sentence expresses a complete thought; a sentence makes a statement, asks a question, gives a command, shows strong emotion; a sentence begins with a capital letter and ends with a period, question mark, exclamation point.</p>	<p>The student: <i>Can spell most words conventionally and has strategies to correct misspellings.</i></p> <p>Uses strategies such as using spelling rules, looking for word parts, breaking a word into syllables, recognizing homophones and homographs using dictionary and spellcheck.</p> <p>Uses punctuation to communicate meaning clearly and correctly (e.g., end marks, commas, colon, apostrophe, parentheses, hyphen).</p> <p>Uses a variety of sentence structures and lengths in his/her writing.</p> <p>Groups sentences containing related information into paragraphs and uses indentation or a line to separate paragraphs.</p>

Standard 8: **WRITING: RHETORIC**—Use rhetorical devices to craft writing appropriate to audience and purpose.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
Communicate meaning to a reader(s).	The student: Adheres to one topic or idea.	The student: Uses details to make the meaning clear.
Elaborate meaning with details, descriptions, and information from different sources.	The student: Includes details to describe or explain.	The student: <i>Uses details to create pictures in the reader's mind.</i>
Have a form or structure that gives the writing a sense of completeness	The student: Organizes writing with a beginning, middle, and end.	The student: Organizes writing with a structure that pulls ideas together and moves the reader from one idea or argument to the next. <i>Starts writing with a lead and ends with a conclusion that ties the writing together and gives the writing a sense of completeness.</i>
Use words that are clear, concise, and create a picture in the reader's mind.	The student: Uses words that stretch beyond his/her spelling capabilities because these words capture what he/she wants to say. Uses sentences with slightly different beginnings (e.g., vary from "There are" or subject/verb pattern).	The student: Uses words that help the reader picture and understand what the writer is saying.
Use a voice that reveals a unique writer.	The student: Expresses the personality or feelings of the writer.	The student: Projects his/her individuality or voice in the writing.

Standard 9: ORAL COMMUNICATION: RANGE—*Communicate orally using various forms—interpersonal, group, and public—for a variety of purposes and situations.*

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<i>Interact with others to obtain information, share ideas, express opinion.</i>	<p>The student: <i>Interacts with others for many purposes, e.g., sharing information and ideas with a partner when completing a task, expressing an opinion when discussing a story in a literature circle, assisting others with their assignments by providing information or giving suggestions, answering a question to clarify a procedure.</i></p>	<p>The student: <i>Interacts with others in pairs or small groups for many purposes, e.g., to exchange ideas and information, express feelings and opinions, complete a task or project.</i></p>
<i>Participate in groups to complete a task, solve a simple problem, or share ideas.</i>	<p>The student: <i>Participates cooperatively in small groups to complete a task, solve a simple problem, generate and share ideas.</i></p> <p><i>Develops collaborative skills, e.g., sharing materials, sharing responsibility for task completion, showing respect for the thoughts and feelings of others.</i></p>	<p>The student: <i>Participates actively and cooperatively in small groups to plan and complete a task, identify solutions and solve simple problems, or exchange and share ideas.</i></p> <p><i>Develops collaborative skills, e.g., sharing materials, sharing responsibility for task completion, showing respect for the thoughts and feelings of others.</i></p>
<i>Give a simple speech to share information with peers.</i>	<p>The student: <i>Gives a simple oral presentation in a small group (e.g., “share-and-tell” about a personal experience) or shares information (e.g., content area learning).</i></p>	<p>The student: <i>Plans and makes a short speech, e.g., describing a personal experience, retelling a story, explaining a procedure, sharing what was learned from a unit of study.</i></p>
<i>Participate in dramatic and interpretive oral activities (e.g., storytelling, choral reading, reader’s theater).</i>	<p>The student: <i>Engages in dramatic activities such as choral reading, role playing, skits, and puppetry to express self, explore ideas, and represent learning.</i></p>	<p>The student: <i>Engages in dramatic activities such as choral reading, storytelling, reading aloud, dramatizing, and pantomime to express self, explore ideas, and represent learning.</i></p>

Standard 10: ORAL COMMUNICATION: COMMUNICATION PROCESSES—Use strategies within speaking and listening processes to construct and communicate meaning.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
Initiate and respond to messages to promote understanding.	The student: Initiates conversation, allows others to respond, and gives appropriate feedback to develop understanding.	The student: Responds to messages with appropriate comments and feedback to promote understanding.
Know when one is not understood, and ask specific questions or restate message to make communication clearer.	The student: Knows when he/she is not understood by others and clarifies or restates message when needed to make communication clearer.	The student: Supplies needed details and elaboration to clarify meaning. Knows when he/she is not understood and ask specific questions or restates message to clarify communication.
Develop a clear understanding of message when listening by identifying and remembering main points.	The student: Develops a clear understanding of message when listening by identifying and remembering main points.	The student: Focuses attention on the speaker, follows his/her train of thought, and remembers main points.

Standard 11: ORAL COMMUNICATION: CONVENTIONS AND SKILLS—Apply knowledge of verbal and nonverbal language to communicate effectively.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<i>Speak clearly and expressively using nonverbal language to complement and enhance verbal messages.</i>	The student: <i>Convey meaning through voice by slowing down or speeding up, pausing for emphasis, raising and adjusting volume to be heard.</i> <i>Uses nonverbal language to complement and enhance verbal messages.</i>	The student: <i>Conveys meaning through voice by slowing down or speeding up, pausing for emphasis, raising and adjusting volume to be heard.</i> <i>Uses nonverbal language to complement and enhance verbal messages.</i>
Use standard English pronunciation and grammar when speaking to be understood.	The student: Uses standard English pronunciation and grammar to be understood.	The student: Uses standard English pronunciation and grammar to be understood.

Standard 12: ORAL COMMUNICATION: RHETORIC—Adapt messages appropriate to audience, purpose, and situation.

BENCHMARKS 2-3	GRADE 2 PERFORMANCE INDICATORS	GRADE 3 PERFORMANCE INDICATORS
<i>Support ideas with information and details.</i>	The student: <i>Supports ideas with specific information and details to communicate clearly.</i>	The student: <i>Uses relevant information and details to explain a point or convey an idea.</i>
<i>Organize ideas so listeners can understand them.</i>	The student: <i>Organizes ideas so listeners can follow and understand them.</i>	The student: <i>Organizes ideas so listeners can follow the speaker's train of thought.</i>
<i>Use language that conveys the intended message.</i>	The student: <i>Uses language that conveys the intended message.</i>	The student: <i>Develops a range of language and expression to communicate an idea.</i>
<i>Adjust volume, eye contact, and gestures to audience and situation.</i>	The student: <i>Uses facial expressions and gestures to give added meaning to what is said and to connect to listener(s).</i>	The student: <i>Adjusts volume to audience and situation.</i> <i>Adjusts eye contact and gestures to the speaking situation (e.g., one-to-one, small group, large group).</i>

Standard 1: READING AND LITERATURE: RANGE—Read a range of literary and informative texts for a variety of purposes.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>Read a variety of genres.</p>	<p>The student: Reads a variety of fiction such as traditional literature, fantasy, science fiction, realistic fiction, historical fiction. Reads a variety of nonfiction such as informational books, periodicals, biographies, documents, book reviews.</p>	<p>The student: Reads a variety of fiction such as traditional literature, fantasy, science fiction, realistic fiction, historical fiction. Reads a variety of nonfiction such as biographies, autobiographies, informational books, and periodicals.</p>
<p><i>Read for literary experience and to develop aesthetic appreciation.</i></p>	<p>The student: <i>Reads and engages with literature in a way that allows him/her to become one with the character(s), to experience the actions in the story, to feel the surroundings and setting.</i></p>	<p>The student: <i>Reads and appreciates works by the same author, or in a particular genre, or by different authors on the same subject.</i></p>
<p><i>Read to research a topic.</i></p>	<p>The student: <i>Reads text such as reference materials, primary sources, web pages, books to research a topic.</i></p>	<p>The student: <i>Reads texts such as books, magazines, web pages.</i></p>
<p><i>Read information and instructions to perform tasks and solve problems.</i></p>	<p>The student: <i>Reads functional texts such as maps, charts, graphs, tables, schedules, manuals, directions, instructions to accomplish a task or solve a problem.</i></p>	<p>The student: <i>Reads functional texts such as maps, charts, graphs, tables, schedules, manuals.</i></p>

Standard 2: **READING AND LITERATURE: COMPREHENSION PROCESSES**—Use strategies within the reading processes to construct meaning.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>Infer ideas from text.</p>	<p>The student: Infers ideas which are not directly stated, using information from the text (e.g., the student will infer the character is angry when he/she reads that the man slammed the door).</p>	<p>The student: Makes inferences, draws conclusions, or makes judgments using information in the text.</p>
<p>Integrate important information gathered from a long passage or text to interpret meaning.</p>	<p>The student: Integrates important information gathered from a long passage or text to identify a theme, generalization, or “big idea.”</p>	<p>The student: Recognizes organizational patterns to help access and understand information in the process of reading.</p>
<p>Modify initial interpretations in light of new information and prior experience.</p>	<p>The student: Modifies or changes interpretation as new information from text and thinking evolves.</p>	<p>The student: Reflects on how new information fits or does not fit with what is already known. Adjusts initial interpretation in light of new information from the text, prior knowledge, and others.</p>
<p>Use strategies for comprehending text such as determining importance, interpreting, summarizing, synthesizing.</p>	<p>The student: Combines information across the text to interpret meaning, draw conclusions, and identify important ideas. Maintains the focus on the text by summarizing when focus is lost. Synthesizes into personal understanding the information gained from reading.</p>	<p>The student: Draws conclusions and makes inferences to interpret text. <i>Maintains the focus on the text by summarizing when focus is lost.</i> Synthesizes new information with what is already known to create new understandings.</p>
<p>Recognize breakdowns in comprehension, and repair these breakdowns by asking questions, seeking clarification, and summarizing.</p>	<p>The student: Monitors comprehension by noticing when focus on meaning is lost and adjusting the rate of reading to the difficulty of the text; paraphrasing difficult parts; drawing a picture or diagram to clarify confusing parts.</p>	<p>The student: Monitors comprehension by searching out information that will increase understanding; building background information by reading or talking with others; reviewing notes; identifying gaps of information and filling in those gaps.</p>

Standard 3: READING AND LITERATURE: CONVENTIONS AND SKILLS—Apply knowledge of the conventions of language and texts to construct meaning.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>Demonstrate fluent reading of grade-level appropriate texts, apply spelling-sound word recognition strategies, and meaning-based word recognition strategies as appropriate.</p>	<p>The student: <i>Knows common word parts (e.g., root words, prefixes, suffixes) and uses them to identify unknown words and meanings.</i></p> <p><i>Applies knowledge of homophones (e.g., sea-see) and homographs (multiple-meaning words) in reading.</i></p> <p><i>Reads and rereads to increase familiarity with new words, and to self-correct word recognition errors.</i></p> <p>Reads instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader).</p> <p>Reads independent-level materials fluently (good accuracy and rate).</p> <p>Reads narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.</p>	<p>The student: <i>Uses structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, and -able.</i></p> <p>Reads instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader).</p> <p><i>Reads independent-level materials fluently.</i></p> <p>Reads aloud selected texts in ways that both reflect understanding of the text and engage the listeners (e.g., emphasis, intonation, phrasing, expression, inflection).</p>
<p>Acquire an extensive vocabulary through reading and systematic word study.</p>	<p>The student: <i>Uses multiple reference aids, including thesaurus, dictionary, and software, to clarify meanings and usage.</i></p> <p>Determines meanings of derivatives by applying knowledge of the meanings of root words and affixes (e.g., dis-, pre-, un-, -able).</p> <p>Uses knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><i>Recognizes figurative language (e.g., simile, metaphor, hyperbole, personification) and identifies its use in literary works.</i></p> <p>Identifies literal and figurative language and infers appropriate meaning when reading.</p> <p>Increases knowledge of vocabulary through independent reading.</p>	<p>The student: <i>Locates meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.</i></p> <p><i>Determines meanings of derivatives by applying knowledge of the meanings of root words and affixes (dis-, pre-, un-, -able).</i></p> <p>Applies knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p><i>Describes figurative language (e.g., simile, metaphor, hyperbole, personification) and identifies its use in literary works.</i></p> <p>Differentiates between literal and figurative language and infers appropriate meaning when reading.</p> <p>Increases knowledge of vocabulary through independent reading.</p>

LANGUAGE ARTS

GRADES 4 TO 5

READING AND LITERATURE

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>Know conventions of fiction and non-fiction genres and literary forms.</p>	<p>The student: Identifies story elements (e.g., character, setting, mood, incident, structure) of narrative text.</p> <p>Identifies structural patterns found in informational text (e.g., compare and contrast, cause and effect, order, proposition and support).</p> <p><i>Reads graphic sources of information such as maps, graphs, or tables.</i></p> <p>Recognizes the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry.</p>	<p>The student: Identifies structural patterns found in informational texts (e.g., compare and contrast, cause and effect, sequential and chronological order, proposition and support).</p> <p><i>Uses text organizers, including headings, graphic features, and tables of contents, to locate and organize information.</i></p> <p><i>Reads graphic sources of information such as maps, graphs, time lines, tables, or diagrams.</i></p> <p>Identifies literary forms by recognizing and distinguishing among such types of texts as stories, poems, myths, fables, tall tales, limericks, plays, fantasy, realistic fiction, historical fiction, informational texts, biographies, and autobiographies.</p>

Standard 4: READING AND LITERATURE: RESPONSE—Respond to text from a range of stances: initial understanding, personal, interpretive, critical.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>State the important ideas and interpret author’s message, theme, or generalization.</p>	<p>The student: Interprets theme or author’s message and represents it in another form, genre, or medium.</p>	<p>The student: Interprets theme or author’s message using specific information from the text to reach conclusions (e.g., citing specific pages in the text to reach a conclusion(s), retelling a part of the text as evidence, reading passages from the text to support statements).</p>
<p>Compare own ideas with ideas in text and analyze similarities and differences.</p>	<p>The student: Responds to text (fiction) personally: -- connecting with a character’s life -- walking in the shoes of the character -- showing empathy for a character’s situation or dilemma.</p> <p>Responds to text (nonfiction) by sharing personal connections with it: -- how the text provides useful information for the student personally -- what life experiences led the student to read about this topic -- what the student has experienced in his/her life that helps him/her understand the topic -- how the information in the text fits with what the student already knows.</p>	<p>The student: <i>Makes text-to-self connections:</i> -- how experiences in own life help connect with the text -- why the text is of personal interest -- whether there is a fit between what was experienced in real life and what the character experiences in the story.</p> <p>Makes text-to-text connections: -- how the text reminds him/her of other texts -- how characters in similar situations compare across different texts -- how a poem might compare to a narrative on the same subject.</p> <p>Makes text-to-life connections: -- whether the situation in the text happens in real life; -- whether the ideas in the book are realistic; -- whether the message of the text relates to bigger themes or issues in life.</p>
<p>Respond to the ideas in text and the author’s craft.</p>	<p>The student: Responds to text by offering an opinion about how a story or book (fiction) was written, (e.g., what makes the book a good or poor one, how the characters were made realistic, what changes would make the book better).</p> <p><i>Responds to text by offering an opinion about how a book (non-fiction) was written (e.g., clear organization of ideas, clear language, voice).</i></p>	<p>The student: <i>Compares one text with another on the same subject and tells which one is better by reflecting on the way each author chose to write his/her story.</i></p> <p>Identifies the author’s view of his/her topic and responds to the author’s views (e.g., does the author present ideas fairly; does the author leave out any important information; is the information current; what is the author’s background on the topic).</p>

Standard 5: **WRITING: RANGE**—Write using various forms to communicate for a variety of purposes and audiences.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
Write using forms appropriate to purpose and topic.	The student: Writes informational forms across subject areas (e.g., procedures, project reports, summaries, observations, multimedia reports). Expresses self through literary forms (e.g., poetry, plays or scripts, and stories).	The student: Communicates information or persuades in an appropriate form (e.g., news story, editorial, explanation, report, summary, brochure, poster, interview). Presents ideas creatively through poems, plays, and stories.
Write to create understanding of ideas and information for self.	The student: Uses journals across subject areas (e.g., writer’s notebook, learning log, reflection journal, reader response journal, observation journal).	The student: Keeps logs or journals regularly to reflect on learning, takes note of inquiry questions, writes about subjects like science, social studies, mathematics.
Write to communicate information, express opinions, and influence others.	The student: Writes with a purpose, (e.g., to learn, to communicate information, to apply learning).	The student: Writes with a purpose, (e.g., to learn, for reflection, to communicate information, influence others, for problem solving and application).

Standard 6: WRITING: COMPOSING PROCESSES:—Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
Include information from people and texts in writing.	The student: Writes to find a topic and rewrites to focus and develop the topic and expand thinking. Uses information from self and others to develop and support ideas.	The student: Selects and focuses the topic to fit purpose and audience. Uses information from self and others (e.g., reading, research, interview) to develop the content of writing and support ideas.
Use feedback from others to revise and edit writing.	The student: Confers with others to generate ideas and to clarify meaning.	The student: Considers feedback from others to explore possibilities for development and improvement.
Revise and edit writing as needed (e.g., inserting information, refocusing the topic, reordering text, finding a better word, correcting errors in conventions).	The student: Reads and revises writing as needed to clarify meaning, improve the flow of ideas, and make the writing interesting to readers (e.g., by inserting information, refocusing the topic, reordering ideas, finding a better word.)	The student: Revises writing to clarify meaning, improve the flow of ideas, enliven the language, give voice to the writing. Proofreads and edits text for common errors in grammar, usage, spelling, and punctuation.
Use knowledge of the qualities of good writing to improve own writing.	The student: Assesses the strengths and needs of own writing using criteria.	The student: Assesses the strengths and needs of own writing using criteria.
Publish—in a variety of ways—selected finished products.	The student: Produces a final draft suitable for classroom or other publication.	The student: Produces a final draft suitable for classroom or other publication.

Standard 7: WRITING: CONVENTIONS AND SKILLS:—Apply knowledge and understanding of the conventions of language and research when writing.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>Apply knowledge of spelling, punctuation, and grammar to write text(s) and correct errors.</p>	<p>The student: Spots errors in spelling and vocabulary and attempts to solve them (e.g., by examining word part to see a part that can help; by thinking about what a word means and another word that is like it; by thinking about what a word means and what would make sense; by thinking about how words look and being able to tell when something isn't quite right).</p> <p>Uses commas in a series, in compound sentences, to avoid confusion, and to set off direct quotations.</p> <p>Underlines or italicizes titles of books and uses quotation marks for direct quotations and for titles of stories and poems.</p> <p>Uses a variety of sentence structures, including simple and compound, for fluency and to develop meaning.</p> <p>Uses transitional words, phrases, and devices between sentences and paragraphs to guide the reader and to give the writing cohesiveness.</p> <p>Shows awareness of parts of speech in writing—nouns (e.g., common, proper, singular, plural), pronouns and antecedents, verbs (including verb tenses, common and irregular verbs), adjectives, adverbs, interjections, prepositions, conjunctions (e.g., <i>and, but, or, so</i>).</p>	<p>The student: Edits writing to correct errors in grammar and usage, (e.g., subject-verb agreement, pronouns and antecedents, fragments, and run-on sentences.)</p> <p><i>Learns and uses new vocabulary, e.g., consider new words for concepts already known, identify words in different contexts and understand the meaning in each instance, realize the connotation (implied meaning) of a word, use the word metaphorically if appropriate.</i></p> <p>Knows and uses the structure of words to correctly spell and select precise words in own writing, e.g., contractions; compound words which, when combined, can change the meaning of the combined words altogether; prefixes, suffixes, and inflectional endings that add meaning or change the part of speech; homonyms which sound the same but are spelled differently.</p> <p>Uses punctuation to support readability (e.g., placement of commas, parentheses, colons, and dashes).</p>
<p>Cite sources used in gathering information.</p>	<p>The student: Lists information sources in a bibliography for books, periodicals, and websites.</p>	<p>The student: <i>Accurately cites sources in a bibliography for books, periodicals, and websites.</i></p>

Standard 8: WRITING: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<p>Convey meaning, provide important information, make a point, fulfill a purpose.</p>	<p>The student: Shows the writer’s knowledge of the topic. Includes appropriate facts and details that develop the meaning in the writing.</p>	<p>The student: Writes to reveal the writer’s knowledge and understanding of the topic and purpose. Incorporates significant details and information that give the text interest and meaning.</p>
<p>Have a form or structure where the parts add up to a coherent whole.</p>	<p>The student: Is organized to move the reader from one idea to the next (e.g. using transitional words, repeating internal words and phrases).</p>	<p>The student: Pulls the parts into a coherent piece with no unrelated ideas.</p>
<p>Use language that is clear, colorful, and natural.</p>	<p>The student: Reveals experimentation with different ways of saying something (e.g. using synonyms, similes, metaphors).</p>	<p>The student: Uses language that is clear and unambiguous. <i>Uses words and phrases that capture the reader’s attention and may linger in his/her mind.</i></p>
<p>Reveal the writer’s developing voice and style.</p>	<p>The student: Projects the point of view of the individual writer (e.g. expresses what the writer truly thinks and feels, not what he/she thinks someone else might want to hear).</p>	<p>The student: Reveals an individual who is committed to the topic and gaining confidence as a writer.</p>

Standard 9: ORAL COMMUNICATION: RANGE—*Communicate orally using various forms—interpersonal, group, and public—for a variety of purposes and situations.*

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<i>Participate in groups to exchange ideas, explore issues, solve a problem, or complete a project.</i>	The student: <i>Participates as an active member of a group to collaborate on a task, study a topic of concern, or work through solutions to a problem.</i>	The student: <i>Assumes various responsibilities necessary to effective groups, e.g., leader, recorder, facilitator, participant.</i> <i>Uses interpersonal skills to maintain participation by all, e.g., clarifying, checking perceptions, encouraging all to contribute, summarizing for accuracy, acknowledging the contribution of others.</i>
<i>Give informal speeches to inform or persuade on a topic of interest to self and audience.</i>	The student: <i>Gives short informal speeches to inform or persuade on topics of interest or concern to self and others.</i>	The student: <i>Gives an informal speech or report of information.</i>
<i>Participate in dramatic and interpretive oral activities (e.g., media presentation, oral interpretation, reader’s theater).</i>	The student: <i>Expresses ideas and self through dramatic forms such as oral interpretation, reader’s theater, improvisation, acting.</i>	The student: <i>Expresses ideas and self through dramatic forms such as oral interpretation, reader’s theater, improvisation, acting.</i>

Standard 10: ORAL COMMUNICATION: COMMUNICATION PROCESSES—Use strategies within speaking and listening processes to construct and communicate meaning.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<i>Use feedback to clarify, adjust, change, continue, or stop communication.</i>	The student: <i>Knows and demonstrates that communication is a two-way system in which speakers pick up ideas from each other, develop them, and build on them.</i>	The student: <i>Knows and demonstrates that communication is a two-way system in which speakers pick up ideas from each other, develop them, and build on them.</i> <i>Uses feedback to monitor understanding (e.g., what to clarify, how to adjust, and whether to continue or stop talking).</i>
Monitor understanding by paraphrasing, summarizing, and checking perceptions.	The student: Observes listeners’ reactions to what was said and checks perception when misunderstanding occurs. Supplies needed details to clarify meaning.	The student: Understands that information sent may have been misinterpreted and restates to clarify misunderstanding. Checks for understanding by paraphrasing, summarizing, and checking perceptions.
Create mental pictures, sequence ideas, and find purpose when listening in order to understand and remember key ideas.	The student: Uses strategies to understand and remember key ideas, e.g., summarizing, creating mental pictures, focusing on purpose.	The student: <i>Adjusts conditions to promote good listening, such as sitting where the speaker can be heard and seen; taking notes to remember key ideas.</i> Uses strategies to understand and remember key ideas, e.g., summarizing, creating mental pictures, focusing on purpose.
Listen critically for supporting evidence, separating fact from opinion.	The student: Listens critically to others’ messages (e.g., separating fact from opinion, looking for supporting evidence) to form own thoughts and draw own conclusions.	The student: Is critical and asks for supporting evidence when listening to others. Draws conclusions or bases decisions on facts when listening to others.

Standard 11: ORAL COMMUNICATION: CONVENTIONS AND SKILLS—Apply knowledge of verbal and nonverbal language to communicate effectively.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<i>Apply knowledge of verbal and nonverbal language to create and interpret messages.</i>	The student: <i>Relates varying pitch levels and varied stress rhythm patterns to meaning.</i> <i>Uses appropriate gestures and facial expressions to enhance the spoken word.</i> <i>Makes and maintains eye contact with listeners to build rapport.</i>	The student: <i>Relates varying pitch levels and varied stress rhythm patterns to meaning and experiments with these for effect.</i> <i>Uses appropriate gestures and facial expressions to enhance the spoken word.</i> <i>Makes and maintains eye contact with listeners to build rapport.</i>
Apply knowledge of standard English pronunciation and grammar to be understood.	The student: Applies knowledge of standard English pronunciation and grammar to be understood.	The student: Applies knowledge of standard English pronunciation and grammar to be understood.

Standard 12: ORAL COMMUNICATION: RHETORIC—Adapt messages appropriate to audience, purpose, and situation.

BENCHMARKS 4-5	GRADE 4 PERFORMANCE INDICATORS	GRADE 5 PERFORMANCE INDICATORS
<i>Support ideas with research information as well as personal experience and knowledge.</i>	The student: <i>Elaborates on ideas using personal experience, knowledge, and information from other people and resources.</i>	The student: <i>Develops ideas using prior knowledge and knowledge from other people and resources.</i>
<i>Organize ideas to give clarity to messages.</i>	The student: <i>Helps listeners understand the message by emphasizing each important point and relating these to one another.</i>	The student: <i>Helps listeners understand the sequence and relationship of ideas by previewing the message, using organizational aids like transitions, and summarizing.</i>
<i>Use language that is clear and understood by the listener(s).</i>	The student: <i>Uses language that is clear, expressive, and likely to be understood by the listener(s).</i>	The student: <i>Uses language that is clear, expressive, and likely to be understood by the listener(s).</i>
<i>Use delivery appropriate to audience and situation.</i>	The student: <i>Uses delivery style that is comfortable and natural to the speaker and appropriate to the audience and situation.</i>	The student: <i>Uses delivery appropriate to audience (e.g., personal, familiar, distant) and situation (e.g., one-to-one, small group, large group).</i>

Standard 1: **READING AND LITERATURE: RANGE**—Read a range of literary and informative texts for a variety of purposes.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<p>Read a broad range of traditional, contemporary, and young adult texts across genres.</p>	<p>The student: Reads a broad range of texts across genres including contemporary and young adult literature.</p> <p><i>Reads extensively by choosing several works by the same author.</i></p>	<p>The student: Reads a broad range of texts across genres including traditional, contemporary, and young adult literature.</p> <p><i>Reads extensively by choosing several books about an issue or subject or by choosing several works by the same author.</i></p>	<p>The student: Reads a broad range of texts across genres including traditional, contemporary, young adult, and multicultural literature.</p> <p><i>Reads extensively by choosing several books about an issue or subject or by choosing several works by the same author.</i></p>
<p>Read to understand human experience and the range of choices and possibilities in life.</p>	<p>The student: <i>Reads literary texts to understand human experience and broaden own world experience.</i></p>	<p>The student: Reads literary texts to broaden own world experience and explore the range of choices and possibilities in life.</p>	<p>The student: Reads literary texts to broaden own world experience and explore the range of choices and possibilities in life.</p> <p>Reads literary texts to understand the influence of culture and environment on how individuals think and act.</p>
<p><i>Read to research an inquiry question, theme or hypothesis, using technological and traditional informational resources.</i></p>	<p>The student: <i>Reads to research an inquiry question using technological and traditional sources of information.</i></p>	<p>The student: <i>Reads to research a question, theme, or hypothesis using traditional and technological sources of information.</i></p>	<p>The student: <i>Conducts an extended research of a question, theme, or hypothesis using technological and traditional sources of information and following a systematic plan.</i></p>
<p>Read to solve problems and perform functional tasks (e.g., bus schedule, consumer information, instructions, directions).</p>	<p>The student: Reads to gain information required to solve a problem.</p> <p>Reads to perform functional tasks (e.g., bell schedule, test directions, form for taking school photo).</p>	<p>The student: Reads to gain and evaluate knowledge to solve problems.</p> <p>Reads to perform functional tasks (e.g., product evaluation, directions for assembling an item, form on the computer).</p>	<p>The student: Reads to gain and evaluate knowledge to solve problems.</p> <p>Reads to perform functional tasks (e.g., course description, formal questionnaire).</p>

Standard 2: READING AND LITERATURE: COMPREHENSION PROCESSES—Use strategies within the reading processes to construct meaning.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<p>Use strategies for constructing meaning that include annotating, interpreting, connecting, and analyzing.</p>	<p>The student: <i>Previews a text and sets goal(s) or purpose(s) to guide and focus the reading.</i></p> <p>Uses text organization and structures (e.g., headings, illustrations, stanzas, epilogues, soliloquies) to connect details to a bigger picture and to determine significance(s) of the ideas.</p> <p>Searches for and identifies important clues and evidence from texts to construct meaning and determine understanding.</p> <p>Checks understanding by pausing periodically to paraphrase troublesome passages for self.</p>	<p>The student: <i>Previews a text and sets goal(s) or purpose(s) to guide and focus the reading.</i></p> <p>Uses reading strategies that are appropriate to the purpose and difficulty of text (e.g., reading carefully, scanning headings, deciphering non-text aids like charts and illustrations, highlighting important ideas).</p> <p>Links developing interpretation to specific information in the text.</p> <p>Checks understanding by pausing periodically to summarize the main ideas in the text for self.</p>	<p>The student: <i>Previews a text and uses knowledge of genre conventions to guide reading.</i></p> <p>Adapts reading strategies to text, task, and own needs (e.g., graphically organizing a complex concept, skimming repetitive data, rereading an especially effective description).</p> <p>Develops an interpretation of the text that aligns with the generally accepted interpretation in terms of ideas emphasized and stance taken.</p> <p>Monitors understanding and problem solves if necessary to assist or restore comprehension (e.g., chunking the text to create manageable portions, posing questions and rereading to find answers, visualizing what the text seems to be saying).</p>
<p>Revise interpretations in light of new information from reading, prior knowledge, and discussion with others.</p>	<p>The student: Uses information from reading, prior knowledge, and discussion with others to develop, share, and reconsider understanding of text.</p>	<p>The student: Reexamines and reconsiders own ideas and interpretations in light of new information in text and from discussion.</p>	<p>The student: Questions self, others, and other texts to monitor understanding and develop interpretations that incorporate main ideas, inferences, and implications.</p>
<p>Interpret text(s) from multiple perspectives (e.g., historical, cultural, gender, political).</p>	<p>The student: Recognizes that literature and the use of language reflect the attitudes of the author and his or her culture.</p>	<p>The student: Deepens understanding of the world represented in the text by using specific information from the text (e.g., influence of historical context, stereotyped gender roles, tyrannical dictatorship).</p>	<p>The student: Develops strands of meaning relating to history, culture, gender, politics by using specific portions of the text (e.g., Hitler’s decision to place millions of Jews in concentration camps, the development and abolition of slavery in the South).</p>

LANGUAGE ARTS**GRADES 6 TO 8****READING AND LITERATURE**

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<i>Evaluate and synthesize information within and across texts.</i>	The student: <i>Gains new insights by combining information within and across texts.</i>	The student: <i>Evaluates the adequacy and accuracy of an author's evidence in support of his or her statements.</i>	The student: <i>Affirms or challenges the author's ideas, message, point of view, or perspective with reasonable statements based on text, other texts, and own knowledge.</i>

Standard 3: **READING AND LITERATURE: CONVENTIONS AND SKILLS**—Apply knowledge of the conventions of language and texts to construct meaning.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<p>Apply knowledge of genre conventions to analyze and interpret texts.</p>	<p>The student: Uses knowledge of conventions of fiction (e.g., plot, setting, characterization, conflict) to analyze and interpret short stories.</p> <p>Uses knowledge of organizational patterns (e.g., chronological, main point with supporting details) to analyze and interpret non-fiction texts (e.g., diaries, journalistic writing, biographies).</p>	<p>The student: Uses knowledge of conventions of fiction (e.g., theme, dialogue, description, point of view) to analyze and interpret novels and short stories.</p> <p>Uses knowledge of organizational patterns (e.g., comparison/contrast, concept/definition) to analyze and interpret non-fiction texts (e.g., essays, articles in periodicals).</p>	<p>The student: Uses knowledge of conventions of fiction (e.g., motifs, tone, sub-plots, stock characters) to analyze and interpret novels, short stories, and sub-genres (e.g., fantasy, mystery, romance, historical).</p> <p>Uses knowledge of organizational patterns (e.g., process, generalization with examples) to analyze and interpret non-fiction texts (e.g., persuasive essays, editorials).</p> <p><i>Uses knowledge of conventions of drama (e.g., comedy and tragedy, acts and scenes, stage directions, monologue, asides) to analyze and interpret plays.</i></p>
<p>Apply knowledge of figurative language and symbols to analyze and interpret texts.</p>	<p>The student: Uses knowledge of poetic devices (e.g., rhyme, rhythm, alliteration, lining) to analyze and interpret narrative and lyric poems.</p> <p>Uses knowledge of figurative language (e.g., metaphor, simile, personification) to analyze and interpret narrative and lyric poems.</p>	<p>The student: Uses knowledge of poetic devices (e.g., onomatopoeia, assonance, dissonance) to analyze and interpret lyric and narrative poems.</p> <p>Uses knowledge of figurative language (e.g., extended metaphor, irony) to analyze and interpret narrative and lyric poems.</p>	<p>The student: Uses knowledge of poetic devices (e.g., satire, allusion) to analyze and interpret lyric poems, narrative poems, and sub-genres (e.g., sonnet, ode, elegy).</p> <p>Uses knowledge of figurative language (e.g., symbolism, synecdoche, metonymy) to analyze and interpret narrative poems, lyric poems, and sub-genres (e.g., sonnet, ode, elegy).</p>

Standard 4: READING AND LITERATURE: RESPONSE—Respond to text from a range of stances: initial understanding, personal, interpretive, critical.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
Use own ideas and experiences in developing an interpretive and critical stance.	The student: Responds and compares the student’s experiences with experiences from the text to enrich understanding.	The student: Responds by making specific associations between text and self to deepen understanding of text.	The student: Responds by drawing conclusions or showing insights about associations between text and self.
Support own interpretation of imagery, plot, and character.	The student: Responds by stating an interpretation of plot or character and justifying it with information from the text and from prior knowledge (e.g., the plot follows the protagonist’s diary entries interspersed with her mother’s thoughts; the eight-year-old’s bravery would be unbelievable if the author did not point out that he often didn’t understand the dangers he faced).	The student: Responds by stating an interpretation of plot, character, or imagery and justifying it with information from the text and from prior knowledge (e.g., the plot is a story within a frame: the mother is telling her daughter the history of the necklace she is passing on to her; the minor characters are two dimensional: the snobbish rich girl, the bumbling tomboy, the sensitive artist; the imagery contrasts the protagonist’s hectic, crowded living conditions with the freedom he finds when he’s painting).	The student: Responds by stating an interpretation of plot, character, or imagery and justifying it with information from the text, prior knowledge, and other texts (e.g., the plot alternates between third-person descriptions of the protagonist’s dilemma and first-person flashbacks; the son cannot see that the character traits he objects to in his father are traits he himself displays; the imagery is so unusual that the reader has to stop to think it through).
Support a conclusion or response based on facts, ideas, and/or arguments within the text and between texts.	The student: Responds by stating a theme (e.g., how adversity can bring about maturity, how success gained at the expense of friendship can feel hollow) or drawing a conclusion (Japan was unprepared for a long war; salinity affects freezing point) and supporting it with specific examples from the text.	The student: Responds by supporting a plausible conclusion based on specific information from the text. Responds by supporting a common theme with specific information from two texts.	The student: Responds by supporting a reasoned conclusion or response based on information from the text and on inferences drawn from that information. Responds by comparing and contrasting themes from two or more texts.
Respond to text critically by analyzing the author’s craft and message.	The student: Responds by connecting the author’s craft (e.g., whether plot rings true, whether characters are believable, whether ending is justified, whether language is appropriate) to its effect on the reader(s).	The student: Responds by connecting the author’s craft (e.g., use of genre conventions, handling of elements like language and characterization) to its effect on the reader(s).	The student: Responds by picking out the main points in the development of a thesis in a text. Responds by comparing and contrasting the author’s craft and message in two or more texts.

Standard 5: **WRITING: RANGE**—Write using various forms to communicate for a variety of purposes and audiences.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
Write using forms appropriate to purpose and topic.	The student: Chooses and adapts forms to suit purpose and topic.	The student: Recognizes that forms should be chosen and adapted to suit purpose and topic.	The student: Recognizes that forms may be chosen and adapted to suit purpose and topic. Writes to solve problems and apply learning.
Write to reflect on learning (e.g., learning log, journal).	The student: Writes and reflects on learning in logs, graphic organizers, notes, and annotations.	The student: Writes and reflects in learning log and journal.	The student: Writes and uses reflections, learning logs, graphic organizers, notes, and annotations.
Write to communicate and report information from research.	The student: <i>Writes to obtain and communicate information (e.g., in personal and business letters, in I-search and other reports of information, in interviews and petitions, in news broadcasts, in campaign speeches and posters).</i>	The student: <i>Writes to obtain and communicate information (e.g., in personal and business letters, in panel discussions and speeches of explanation or demonstration, in I-search and other reports of information, in interviews and petitions, in news broadcasts, in campaign speeches and posters).</i>	The student: Writes to obtain and communicate information (e.g., in personal and business letters; in panel discussions and speeches of explanation, demonstration, and persuasion; in I-search and research papers; in interviews, petitions, and proposals; in news broadcasts; in campaign speeches and posters).
Write for literary response and expression.	The student: Writes to respond to literature (e.g., in literary response papers, in reviews of books and plays, and in book reports). <i>Creates prose forms (e.g., personal narratives, short stories, news articles, autobiographical pieces).</i> <i>Creates poetic forms (e.g., free verse, limericks, concrete poems).</i> <i>Creates dramatic forms (e.g., group interpretation scripts, commercials, adaptations for storytelling).</i>	The student: Writes to respond to literature (e.g., in literary response papers; in reviews of books, plays, film, and television programs; in book reports). <i>Creates prose forms (e.g., personal narratives; short stories, myths, and tall tales; news articles; autobiographical pieces).</i> <i>Creates poetic forms (e.g., free verse, haiku, bio-poems, multi-stanza poems).</i> <i>Creates dramatic forms (e.g., dramatizations, commercials, adaptations for storytelling).</i>	The student: Writes to respond to literature (e.g., in literary response papers; in reviews of books, plays, film, music concerts, and television programs; in literary essays; in book reports). <i>Creates prose forms (e.g., personal narratives, short stories, journalistic pieces including editorials, autobiographical pieces).</i> <i>Creates poetic forms (e.g., free verse, multi-stanza poems, bio-poems, couplets).</i> <i>Creates dramatic forms (e.g., monologues, commercials, adaptations for storytelling).</i>

Standard 6: WRITING: COMPOSING PROCESSES:—Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<p>Adapt writing processes to the task and the needs of the writer.</p>	<p>The student: Uses multiple ways to generate ideas, such as keep a writer’s notebook, record observations, make a note of own questions, seek ideas or inspiration from text.</p> <p>Produces multiple drafts, as needed, to take writing to finished product.</p>	<p>The student: Uses writing processes deliberately, knowing when to advance the process and when to fall back to earlier stages.</p> <p>Recognizes and uses a strategy(-ies) that is most productive in generating ideas (e.g., keep a writer’s notebook, record observations, make note of own inquiry questions, seek new ideas or inspiration from text, discuss ideas with others).</p>	<p>The student: Adapts writing processes to suit own needs and purposes.</p> <p>Chooses the strategy(-ies) that is most productive in generating ideas (e.g., keep a writer’s notebook, record observations, make note of own inquiry questions, seek new ideas or inspiration from text, discuss ideas with others).</p>
<p>Develop and support a thesis or stance using information from a variety of sources.</p>	<p>The student: States a position on a topic by using information from texts, others, and own experience.</p>	<p>The student: State and supports a position on a topic using information from texts, others, and own experience.</p>	<p>The student: Develops and supports a thesis or stance by synthesizing information from texts, others, and own experience.</p>
<p>Discuss own and others’ writing to gain readers’ perspectives.</p>	<p>The student: Confers with others to gain readers’ perspectives and identify a focus for revision.</p>	<p>The student: Confers with others using feedback as one of the alternatives for revision.</p>	<p>The student: Confers with others and makes deliberate choices about which ideas to pursue for revision.</p>

LANGUAGE ARTS

GRADES 6 TO 8

WRITING

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<p>Revise writing to improve organization, sharpen focus, and refine language; and edit writing to make it clear and correct.</p>	<p>The student: Revises to clarify meaning by supporting ideas with sufficient details, examples, reasons, and/or facts.</p> <p>Revises to improve the flow of ideas and give coherence to the writing by rearranging or sequencing ideas within and between paragraphs.</p> <p>Revises to make writing lively and engaging using a variety of sentence types and words, and giving voice to the writing.</p>	<p>The student: Revises to clarify meaning with carefully selected details, examples, reasons, and/or facts.</p> <p>Revises to improve the flow of ideas and give coherence to the writing by linking each detail or new development to the larger picture.</p> <p>Revises to make writing lively and engaging by experimenting with fresh approaches to phrasing, word choice, sentence length, and rhythm.</p>	<p>The student: Revises to clarify meaning by sequencing details for greatest effect, avoiding redundancy, or even considering a new approach and starting over.</p> <p>Revises to improve the flow of ideas and give coherence to the writing by linking ideas to a bigger picture and building to a key revelation.</p> <p>Revises language to communicate the intended message, create the desired mood, or paint a vivid picture.</p>
<p>Evaluate own writing, using criteria based on qualities of good writing, to improve writing.</p>	<p>The student: Assesses own writing using criteria to identify areas in need of improvement and to determine next steps.</p>	<p>The student: Assesses own writing using criteria to determine next steps and set goals for future writing.</p>	<p>The student: Assesses own writing using criteria to determine next steps and set goals for future writing.</p>
<p>Publish—in a variety of ways—self-selected finished products.</p>	<p>The student: Proofreads and edits text grammar, usage, paragraphing, spelling, punctuation, capitalization.</p> <p>Produces writing ready for publication.</p>	<p>The student: Proofreads and edits text grammar, usage, paragraphing, spelling, punctuation, capitalization.</p> <p>Produces writing ready for publication.</p>	<p>The student: Proofreads and edits text grammar, usage, paragraphing, spelling, punctuation, capitalization.</p> <p>Produces writing ready for publication.</p>

Standard 7: WRITING: CONVENTIONS AND SKILLS:—Apply knowledge and understanding of the conventions of language and research when writing.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<p>Demonstrate a good grasp of conventions in increasingly complex writing.</p>	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-5.</p> <p>Uses commas in direct address, colons to introduce a list, hyphens in writing numbers from 21 to 99, italics or underlining to show emphasis, and parentheses to add additional information.</p> <p>Spots and corrects run-on sentences and sentence fragments.</p> <p><i>Uses knowledge of common word roots to help understand new words.</i></p> <p><i>Uses knowledge of prefixes and suffixes to help understand new words.</i></p> <p><i>Recognizes metaphoric uses of language and employs them in own writing, as appropriate.</i></p>	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-6.</p> <p>Uses commas to set off appositives and relative clauses.</p> <p>Knows when to use numerals and when to use words in writing a number.</p> <p>Learns the meanings of common word roots to help understand new words.</p>	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-7.</p> <p>Uses semi-colons to separate independent clauses.</p> <p>Knows how to use acronyms and initialisms.</p> <p>Learns to construct and use a complex sentence.</p> <p>Learns the meanings of common word roots to help understand new words.</p> <p>Understands the concept of denotation and connotation and uses it strategically in own writing.</p>
<p><i>Attribute research information.</i></p>	<p>The student: <i>Uses standard ways of citing sources when reporting information.</i></p>	<p>The student: <i>Uses standard ways of citing sources when reporting information.</i></p>	<p>The student: <i>Uses standard ways of citing sources when reporting information.</i></p>

Standard 8: **WRITING: RHETORIC**—Use rhetorical devices to craft writing appropriate to audience and purpose.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
Produce writing that reveals new insights about a topic (e.g., goes beyond the obvious and predictable).	The student: Writes showing an approach to the topic that is not mundane and may surprise the reader with its fresh perspective.	The student: <i>Writes expressing personal insight which shows thought and reflection about information and/or experiences being shared.</i> Writes selecting details and supporting information that are interesting and important, not just common knowledge.	The student: <i>Writes revealing the writer’s fresh perspectives and connections to the topic.</i> Writes revealing significant details chosen to enhance the overall meaning of the piece.
Produce writing that has a structure that is appropriate to purpose within paragraphs and the overall structure.	The student: Organizes ideas within paragraphs and in the whole piece to support meaning and purpose. Writes showing the use of common organizational patterns (e.g., main idea and detail, sequence, comparison/contrast).	The student: Writes to pull the reader in at the beginning, develop and support the topic throughout, and end at the right spot (e.g., not stopping abruptly or dragging on too long).	The student: Presents writing in a genre suited to the topic and purpose (e.g., expository essay, narrative, research paper, character analysis).
Produce writing that uses language that is precise, vivid, and clear.	The student: Writes showing variety in word choice. Writes showing variety in sentence lengths, types, and beginnings.	The student: Writes expressing ideas clearly through precise nouns and modifiers and lively verbs that make it easy to picture what the writer is saying. Writes showing variety in sentence length and structure, making the reading natural, never monotonous.	The student: Crafts writing with deliberately chosen words. Varies sentence structure and length for desired effect.
Produce writing that has voice and style that reveal the unique writer and speak to the reader(s).	The student: Writes revealing a confident writer who is enthusiastic and committed to the topic (e.g., has a personal involvement with the topic).	The student: Writes revealing a confident writer who knows his/her topic well.	The student: Writes using voice and style that reveal the individual writer and speak to the reader(s).

Standard 9: ORAL COMMUNICATION: RANGE—Communicate orally using various forms—interpersonal, group, and public—for a variety of purposes and situations.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<i>Participate in interviews for a variety of purposes.</i>	The student: <i>Interviews others to gather information for a specific purpose.</i>	The student: <i>Interviews others to gather information for a specific purpose and setting (e.g., personal, social, academic).</i>	The student: <i>Participates in interviews for a variety of purposes and in a range of settings (e.g., personal, social, academic, occupational, civic).</i>
Participate in groups to solve problems, analyze issues, and make reasoned decisions.	The student: Participates in a group discussion to solve a problem, complete a task or project.	The student: Participates in a group to discuss issues of importance, solve a problem, complete a task, or gather information.	The student: Participates in a group to solve problems, analyze issues, plan a course of action, and/or make a reasoned decision.
<i>Give a speech to a familiar audience on a researched topic to inform and/or persuade.</i>	The student: <i>Makes an oral presentation to a familiar audience to give information or persuade.</i>	The student: <i>Delivers an oral report to a familiar audience on a researched topic.</i>	The student: <i>Delivers an informative or persuasive report to a familiar audience and incorporates a range of sources and visual aids as appropriate.</i>

Standard 10: ORAL COMMUNICATION: COMMUNICATION PROCESSES—Use strategies within speaking and listening processes to construct and communicate meaning.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
Interpret feedback and adjust ideas, language, and delivery to promote understanding.	<p>The student: Asks questions for clarification and elaboration when communicating with others and in small groups.</p> <p>Seeks feedback and adjusts ideas and language to promote understanding with others and in small groups.</p>	<p>The student: Listens for understanding by checking perception before responding in small groups and to individuals.</p> <p><i>Shows awareness of listeners' ideas and opinions and adjusts ideas, language, and delivery as appropriate with individuals and in small groups.</i></p>	<p>The student: Interprets feedback and modifies language and delivery to facilitate interaction in large and small group settings.</p> <p><i>Gathers information from the communication situation in order to reinforce or revise ideas in large and small group settings.</i></p>
Use strategies to prevent or repair communication breakdowns caused by misunderstandings.	<p>The student: Uses language that describes, not labels.</p>	<p>The student: Prevents communication breakdowns with individuals and in small groups by following established or agreed upon procedures.</p> <p><i>Clears up confusion or misunderstanding with individuals and in small groups by giving examples or indicating alternatives.</i></p>	<p>The student: Uses questioning, summarizing, or paraphrasing to prevent communication breakdowns.</p> <p><i>Keeps channels of communication open by listening empathetically and encouraging participation.</i></p>
Adapt listening behaviors to accommodate the listening situation.	<p>The student: Uses appropriate listening strategies (e.g., listening attentively, seeking clarification, offering verbal and nonverbal feedback).</p>	<p>The student: Adjusts listening behaviors (e.g., responsive, attentive, reflective) according to situation and purpose.</p>	<p>The student: Varies and adjusts listening behaviors (e.g., attentive, reflective, critical, evaluative) according to situation and purpose.</p>
Accept ideas on a tentative basis and suspend judgment until all ideas have been considered.	<p>The student: Resists judging speaker's message until all ideas have been considered.</p>	<p>The student: Develops understanding while listening and draws own conclusion only after all information and ideas have been considered.</p>	<p>The student: Forms tentative understanding while listening, adjusts perception with additional information, and makes judgment only after all ideas have been considered.</p>

Standard 11: ORAL COMMUNICATION: CONVENTIONS AND SKILLS—Apply knowledge of verbal and nonverbal language to communicate effectively.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<i>Use language appropriate to audience and situation.</i>	The student: <i>Uses appropriate vocabulary, details, examples, and experiences to communicate ideas.</i> <i>Uses gestures and facial expressions to enhance message.</i>	The student: <i>Uses specific vocabulary, details, examples, and experiences to communicate ideas.</i> <i>Uses gestures and facial expressions appropriate to audience and purpose.</i>	The student: <i>Adjusts vocabulary, details, examples, and experiences to audience and situation.</i> <i>Adapts gestures and facial expressions to audience, purpose, and situation.</i>
Use pronunciation and grammar appropriate to audience, purpose, and situation.	The student: Uses standard English but demonstrates an awareness of the appropriateness of dialect and nonstandard idiom in some situations and for some audiences.	The student: Uses standard English but demonstrates an awareness of the appropriateness of dialect and nonstandard idiom in some situations and for some audiences.	The student: Uses standard English but demonstrates an awareness of the appropriateness of dialect and nonstandard idiom in some situations and for some audiences.

Standard 12: ORAL COMMUNICATION: RHETORIC—Adapt messages appropriate to audience, purpose, and situation.

BENCHMARKS 6-8	GRADE 6 PERFORMANCE INDICATORS	GRADE 7 PERFORMANCE INDICATORS	GRADE 8 PERFORMANCE INDICATORS
<i>Use facts, information, and ideas from research and own experience that take into account the knowledge and experience of listeners.</i>	The student: <i>Uses own experience along with facts, information, and ideas from other sources to create message.</i>	The student: <i>Combines facts, information, and ideas from research with own experience to create message.</i>	The student: <i>Combines own experiences with facts, information, and ideas from research and knowledge of listeners to develop message.</i>
<i>Organize ideas logically to reflect reasoning.</i>	The student: <i>Arranges ideas into an organized pattern to make message understandable to listeners.</i>	The student: <i>Arranges ideas into an organized pattern and eliminates extraneous information to clarify message for listeners.</i>	The student: <i>Selects ideas and organizes them around a structure that clarifies message and convinces listeners.</i>
<i>Demonstrate a wide range of expressions to convey an idea.</i>	The student: <i>Uses a range of words and expressions to communicate ideas.</i>	The student: <i>Uses precise language that communicates intended message to listeners.</i>	The student: <i>Selects language appropriate to audience, situation, and purpose.</i>
<i>Adjust delivery to purpose, message, and audience.</i>	The student: <i>Uses volume and pacing appropriate to the audience and situation.</i> <i>Delivers message with appropriate degree of formality for purpose and audience.</i>	The student: <i>Uses volume, pacing, and eye contact appropriate to the audience and situation.</i> <i>Adjusts delivery of message to suit purpose and audience.</i>	The student: <i>Adjusts volume, emphasis, pacing, enunciation, eye contact, and gestures in response to verbal and nonverbal cues from listeners.</i> <i>Delivers message in a manner that reflects speaker’s knowledge, integrity, purpose, and confidence.</i>

Standard 1: **READING AND LITERATURE: RANGE**—Read a range of literary and informative texts for a variety of purposes.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
Read a broad range of traditional and contemporary, canonical and noncanonical texts in many genres.	The student: Reads a balanced selection of traditional and contemporary, canonical and noncanonical texts of many genres.	The student: Reads a balanced selection of traditional and contemporary, canonical and noncanonical texts that support the development of theme(s).	The student: Reads a broad range of texts to understand ideas and to investigate problems and/or issues from different places and time.	The student: Reads extensively by comparing several texts about an issue or topic, by reading across different genres on the same subject or theme, and/or by reading several works by the same author.
Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).	The student: Reads for personal growth and self-understanding.	The student: Reads to gain understanding of human nature and to appreciate the contributions of people and cultures.	The student: Reads to understand that the mores, beliefs, and values by which humans live are also a reflection of their history.	The student: Reads a broad range of texts from different periods and places to explore and understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).
Read to research an issue, theme, or thesis using technological and traditional informational resources.	The student: Uses traditional and technological resources (e.g., historical documents, public documents, reference materials, websites, CD ROMs) when doing research to acquire information, to understand an issue, or to support an idea or thesis.	The student: Uses traditional and technological resources (e.g., historical documents, public documents, reference materials, websites, CD ROMs) when doing research to acquire information, to understand an issue, or to support an idea or thesis.	The student: Uses traditional and technological resources (e.g., historical documents, public documents, reference materials, websites, CD ROMs) when doing research to acquire information, to understand an issue, or to support an idea or thesis.	The student: Uses traditional and technological resources (e.g., historical documents, public documents, reference materials, websites, CD ROMs) when doing research to acquire information, to understand an issue, or to support an idea or thesis.
Read to solve problems and perform citizenship and work-related tasks (e.g., tax form, voter registration, job application, technical manual).	The student: Reads to perform functional and citizenship tasks (e.g., school rules and procedures, instructions, map directions).	The student: Reads to perform functional, citizenship, and work-related tasks (e.g., procedures, consumer information, instructions).	The student: Reads to perform functional, citizenship, and work-related tasks (e.g., laws, college application, job application, technical manuals).	The student: Reads to perform functional, citizenship, and work-related tasks (e.g., laws, tax forms, voter registration, job application).

Standard 2: **READING AND LITERATURE: COMPREHENSION PROCESSES**—Use strategies within the reading processes to construct meaning.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<p>Use reading strategies appropriate to text and purpose (e.g., annotating, quoting, alluding to text, rethinking initial response).</p>	<p>The student: Uses strategies to develop and monitor comprehension while reading, including:</p> <ul style="list-style-type: none"> • setting the purpose for reading • questioning text, author, and self about text • making marginal annotations • summarizing, retelling, or paraphrasing text. <p>Becomes aware of own thinking as he/she reads by noticing when focus is lost, going back to clarify thinking, rereading to enhance understanding, reading ahead to clarify meaning.</p> <p>Determines the purpose(s) for reading, e.g., to enjoy the literary experience, to find information, to learn how to perform a function.</p>	<p>The student: Uses strategies to develop and monitor comprehension while reading, e.g.,</p> <ul style="list-style-type: none"> • setting the purpose for reading • questioning texts, authors, and yourself about text • making marginal annotations • summarizing, retelling, or paraphrasing text. <p>Becomes aware of own thinking as he/she reads by noticing when focus is lost, going back to clarify thinking, rereading to enhance understanding, reading ahead to clarify meaning.</p> <p>Determines the purpose(s) for reading, e.g., to enjoy the literary experience, to find information, to learn how to perform a function.</p>	<p>The student: Adjusts processes and strategies to text, topic, and purpose for reading.</p> <p>Reads actively by posing questions, taking exceptions, agreeing or disagreeing with ideas in text.</p> <p>Uses strategies to support reading, e.g., reading a review of the novel to be read or listening to a recording of a Shakespearean play to develop an ear for the language.</p>	<p>The student: Adjusts processes and strategies to text, subject, and purpose for reading.</p> <p>Identifies confusing parts of text and explores possibilities for resolution or tolerates ambiguity.</p> <p>Uses strategies to support reading, e.g., reading a review of the novel to be read, reading summaries of research data written for lay audiences, cross checking bibliographies of the best known books on a research subject.</p>
<p>Evaluate own interpretation within a range of plausible possibilities.</p>	<p>The student: Analyzes how text aligns with his/her prior knowledge and experience, and measures it against what he/she believes, knows, and has experienced by:</p> <ul style="list-style-type: none"> • discussing interpretation with others • rereading for deeper understanding • rethinking own initial response. 	<p>The student: Strengthens and defends own interpretation by grounding it in references (e.g., specific information, a quotation, a line of reasoning) in the text as well as other texts.</p>	<p>The student: Considers multiple interpretations of text and validates, modifies, or extends one of these interpretations drawing on ideas from the text.</p>	<p>The student: Includes interpretations from various critical approaches (e.g., psychological, gender, economic, socio-cultural) to understand text from different perspectives.</p>

LANGUAGE ARTS

GRADES 9 TO 12

READING AND LITERATURE

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<p>Read text(s) as art, representation of culture, and/or history.</p>	<p>The student: Reads text as art, showing aesthetic appreciation of literature.</p> <p>Considers historical context and background of a text when interpreting it.</p> <p>Identifies the norms and values of diverse cultures represented in text.</p>	<p>The student: Reads forms of text(s) as art that thoughtfully expresses well considered ideas and emotions.</p> <p>Considers the historical and cultural context of text when reading.</p>	<p>The student: Understands that text as art has survived as other forms of art have.</p> <p>Understands that texts represent the issues, problems, and statements of a time and place in history.</p>	<p>The student: Understands the potential of literature to deepen and broaden experiences and understanding.</p>
<p><i>Generate questions, identify issues or problems, and investigate answers or solutions using general and specialized information sources.</i></p>	<p>The student: <i>Generates and identifies significant and critical questions for investigation.</i></p> <p><i>Uses general and specialized sources (e.g. references on historical events or periods, biographies of authors, books about particular settings) to find answers.</i></p>	<p>The student: <i>Generates and identifies significant and critical questions for investigation.</i></p> <p><i>Uses general and specialized sources (e.g. references on historical events or periods, biographies of authors, books about particular settings) to find answers.</i></p>	<p>The student: <i>Synthesizes information learned from multiple sources and offers answers, a position, or solutions.</i></p>	<p>The student: <i>Synthesizes learning by thinking about and reflecting on how new knowledge offers possible perspectives for looking at issues and problems.</i></p>

Standard 3: **READING AND LITERATURE: CONVENTIONS AND SKILLS**—Apply knowledge of the conventions of language and texts to construct meaning.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
Apply knowledge of genre conventions and literary devices to critically assess texts and their construction.	The student: Identifies and applies knowledge of genres and literary devices (e.g., lead, point of view, rhyme scheme, stage directions) to understand, to interpret, and to respond to text.	The student: Uses knowledge of genre conventions and literary devices (e.g., syntax, allusions, metaphors, asides) to determine and appreciate their effect on the writer’s purpose and message.	The student: Critically assesses the effectiveness of text construction and the use of literary devices in relation to the writer’s purpose and message.	The student: Critically assesses the effectiveness of text construction and the use of literary devices in relation to the writer’s purpose and message.
<i>Understand how language is used to represent or challenge social and cultural beliefs.</i>	The student: <i>Understands and appreciates language as an integral part of both the reader and writer.</i>	The student: <i>Analyzes language for embedded perspectives and biases.</i>	The student: <i>Understands that language (e.g., word usage, speech patterns, dialects), reflects cultural and social values, beliefs, and perspectives.</i>	The student: <i>Understands the power and potential of language and critically assesses its usage.</i>

Standard 4: **READING AND LITERATURE: RESPONSE**—Respond to text from a range of stances: initial understanding, personal, interpretive, critical.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<p>Make a warranted and plausible interpretation of text(s) using information synthesized from sources that represent different perspectives.</p> <p>Use personal connections to illuminate text(s) for deeper understanding.</p>	<p>The student: Responds by making warranted and plausible interpretations of text and points to evidence that supports the interpretation or conclusion.</p> <p>Responds by making text-to-self, text-to-world, and text-to-text connections.</p>	<p>The student: Responds by supporting and/or adjusting interpretations using information from other sources, (e.g., book reviews, articles about the author, interviews).</p> <p>Responds by making interpretations of text and connecting ideas from text to bigger issues, events, or concerns of society and the world at large.</p>	<p>The student: Responds by comparing and contrasting the ideas in text to make connections among texts and understands multiple perspectives about an idea or issue.</p>	<p>The student: Responds by analyzing interpretations of ideas in two or more complex texts by connecting ideas, referring to parts of the text(s), and analyzing the logical development of ideas.</p>
<p>Analyze one or more aspects of text—meaning, technique, and/or structure—for various purposes.</p>	<p>The student: Responds by analyzing element(s) and structure(s) of text to arrive at meaning(s).</p>	<p>The student: Responds by strengthening an interpretation(s) of meaning by analyzing element(s) and/or structure(s).</p>	<p>The student: Responds by analyzing and comparing the development of central themes in two or more texts by considering element(s) and/or structure(s).</p>	<p>The student: Responds by analyzing the writer’s use of elements and/or structures to determine their effect on the writer’s ideas and the craft of the writing.</p>
<p>Critique texts by questioning assumptions, and challenging or affirming the underlying values represented in text.</p>	<p>The student: Responds by analyzing information given in texts (e.g. opinion, assumptions, generalizations, biases, supported inferences, verifiable facts) to judge whether the ideas put forth are warranted and plausible.</p>	<p>The student: Responds by evaluating the adequacy and accuracy of the author’s evidence in support of assertions and, if appropriate, suggesting how to make the text more compelling.</p>	<p>The student: Responds by evaluating the logical development of texts by tracking the line of reasoning in the text(s).</p>	<p>The student: Responds by critically assessing text(s) to determine its usefulness for different purposes.</p>

Standard 5: **WRITING: RANGE**—Write using various forms to communicate for a variety of purposes and audiences.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<p>Write using various fiction and nonfiction genres.</p>	<p>The student: Writes prose in personal narratives, in short stories, in memoirs, or in essays.</p> <p><i>Creates traditional and non-traditional poems.</i></p> <p><i>Uses dramatic forms such as commercials, vignettes, or group interpretations to tell stories, tell about stories, or to recast familiar ones.</i></p>	<p>The student: Writes prose in personal narratives, in short stories, in biographies, and in essays.</p> <p><i>Creates traditional and non-traditional poems.</i></p> <p><i>Uses dramatic forms such as commercials, group interpretations, monologues and biographical sketches, and story variants.</i></p>	<p>The student: Writes fiction and nonfiction prose, poetry, and drama.</p> <p><i>Creates poems that are reflective and thoughtful about life.</i></p> <p><i>Uses journalistic forms, e.g., feature story, letter to the editor.</i></p>	<p>The student: Writes fiction and nonfiction prose, poetry, and drama.</p> <p><i>Creates poems that are reflective and thoughtful about life.</i></p> <p><i>Uses journalistic forms, e.g., feature story, letter to the editor.</i></p>
<p>Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews).</p>	<p>The student: Writes to obtain and communicate information in letters and correspondence, in I-search or traditional research papers, in interviews, or in speeches.</p>	<p>The student: Writes to obtain and communicate information in letters and correspondence, in I-search or research papers, in position papers, in interviews, or in speeches.</p>	<p>The student: Decides to use various forms to obtain and communicate information to fit the purpose and audience.</p>	<p>The student: Uses various forms to obtain and communicate information to fit the purpose and audience.</p>
<p>Write a variety of responses to reflect on learning.</p>	<p>The student: Uses writing for learning and reflection</p> <ul style="list-style-type: none"> • in logs such as writer’s notebooks, reader response logs, or journals • with tools such as graphic organizers, notes and annotations, or exit passes. 	<p>The student: Uses writing for learning and reflection</p> <ul style="list-style-type: none"> • in logs such as writer’s notebooks, reader response logs, or journals • with tools such as graphic organizers, notes and annotations, or exit passes. 	<p>The student: Uses writing for learning and reflection</p> <ul style="list-style-type: none"> • in logs such as writer’s notebooks, reader response logs, or journals • with tools such as graphic organizers, notes and annotations, or exit passes. 	<p>The student: Use writing for learning and reflection</p> <ul style="list-style-type: none"> • in logs such as writer’s notebooks, reader response logs, or journals • with tools such as graphic organizers, notes and annotations, or exit passes.
<p>Write for problem solving and application.</p>	<p>The student: Writes to solve problems and to take care of personal and civic responsibilities (e.g., giving instructions, writing a letter of complaint).</p>	<p>The student: Writes to solve problems and to take care of personal and civic responsibilities (e.g., giving instructions, writing a letter of complaint).</p>	<p>The student: Uses various forms to take care of personal and civic responsibilities, e.g., advocating a position on a civic issue, filling applications to college, taking care of finances.</p>	<p>The student: Uses various forms to take care of personal and civic responsibilities, e.g., advocating a position on a civic issue, filling applications to college, taking care of finances.</p>

Standard 6: WRITING: COMPOSING PROCESSES:—Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
Control and adapt writing processes according to task, purpose, and audience.	The student: Engages in writing processes as a continual cycle of revision, refinement, definition, clarification.	The student: Adapts the writing processes to fit the context and purpose of writing. Uses writing processes to explore a topic and discover alternative ways of viewing that topic.	The student: Adapts writing process for more distant audiences, multi-layered messages, and subtle purposes.	The student: Controls and adapts writing processes according to task, purpose, and audience.
Evaluate and synthesize information from research and integrate information with own ideas in text.	The student: Incorporates information from research into own writing.	The student: Selects research information to develop the focus and to consider the needs of readers.	The student: Evaluates and synthesizes information from research and integrates information with own ideas.	The student: Evaluates and synthesizes information from research and integrates information with own ideas.
Interact with others to see anew, solve writing problems, and develop thought; and use feedback to revise and improve writing.	The student: Confers with others to explore possibilities and solve writing problems.	The student: Confers with others to generate feedback (e.g., questioning, requesting elaboration, pointing to words and phrases), to see anew, and to pursue promising possibilities.	The student: Solicits feedback when needed and weighs the merit of that feedback in relation to topic, purpose, and audience.	The student: Orchestrates feedback to address concerns identified.
Craft writing to appeal to and convince readers.	The student: Selects ideas appropriate to the background and knowledge of reader(s).	The student: Shapes ideas with the intended reader(s) in mind.	The student: Crafts writing to engage thinking, establish credibility, and appeal to readers' emotions.	The student: Crafts writing to engage thinking, establish credibility, and appeal to readers' emotions.
<i>Develop criteria for writing from which to judge, revise, and improve own writing.</i>	The student: <i>Uses the work of published writers to identify and understand criteria for good writing.</i>	The student: <i>Identifies and analyzes criteria for writing in a range of genres, e.g., narrative, poetic exposition.</i>	The student: <i>Develops criteria for writing to fit the demands of specific tasks (e.g. college entrance letter, science report, formal term paper, editorial letter, job review).</i>	The student: <i>Develops criteria for writing to fit the demands of specific tasks (e.g., college entrance letter, science report, formal term paper, editorial letter, job review).</i>
Publish—in a variety of ways—selected finished products.	The student: Publishes—in a variety of ways—selected finished products.	The student: Publishes—in a variety of ways—selected finished products.	The student: Publishes—in a variety of ways—selected finished products.	The student: Publishes—in a variety of ways—selected finished products.

Standard 7: WRITING: CONVENTIONS AND SKILLS:—Apply knowledge and understanding of the conventions of language and research when writing.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
Demonstrate control of standard conventions.	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-8.</p> <p>Uses commas to set off parenthetical phrases, semicolons for a series of items containing commas, colon to introduce elaboration, hyphen to split syllables and compound nouns.</p> <p><i>Parallels appropriate phrases for efficiency and understanding.</i></p> <p>Uses increasingly complex sentences to express complicated ideas and relationships between ideas.</p>	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-9.</p> <p>Uses italics/underlining for foreign words, apostrophes for omissions and joint possession, ellipses, dashes, and brackets.</p> <p>Uses increasingly complex sentences to express complicated ideas and relationships between ideas.</p>	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-10.</p> <p>Knows and may use abbreviations in the Reader’s Guide, Latin abbreviations (e.g., etc., i.e.)</p> <p>Controls a variety of sentence structures for purposes and audiences.</p>	<p>The student: Continues to develop facility in use of punctuation, mechanics, usage, vocabulary/spelling, and parts of speech introduced in grades K-11.</p> <p>Knows and may use abbreviations in the Reader’s Guide, Latin abbreviations (e.g., etc., i.e.)</p> <p>Controls a variety of sentence structures for purposes and audiences.</p>
Use accurate documentation for various types of sources.	<p>The student: <i>Uses a process that is consistent with the documentation style required for the final research paper (e.g., MLA, APA).</i></p>	<p>The student: <i>Uses a process that is consistent with the documentation style required for the final research paper (e.g. MLA, APA).</i></p>	<p>The student: Uses a consistent style of documentation (e.g., MLA, APA).</p>	<p>The student: Uses a consistent style of documentation (e.g., MLA, APA).</p>

Standard 8: **WRITING: RHETORIC**—Use rhetorical devices to craft writing appropriate to audience and purpose.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<p>Reveal insights about people, events, knowledge, and experiences.</p>	<p>The student: Reflects on insights and understandings of people, events, new knowledge, and own backgrounds.</p> <p>Shows a careful and conscientious selection of details and ideas.</p> <p>Makes a point, answers a well-defined key question, or develops a strong argument with a clear and consistent focus throughout the writing.</p>	<p>The student: Reveals significance of topic or story that moves from personal to wider implications, e.g., social, political, economic.</p> <p>Shows a careful and conscientious selection of details and ideas</p> <p>Makes a point, answers a well-defined key question, or develops a strong argument with a clear and consistent focus throughout the writing.</p>	<p>The student: Provides readers with a new or different and sometimes surprising way to think about a topic or issue.</p> <p>Anticipates readers' needs, questions, objections, knowledge, and background; and develops meaning with the readers in mind.</p>	<p>The student: Leads readers to fresh insights or perspectives or to consideration of an opposing or different idea.</p> <p>Takes the knowledge and perspective of the audience into consideration when developing meaning, adjusting to account for the intended audience and working to convince them to see the writer's point of view.</p>
<p>Have an organizing structure that gives the writing coherence (e.g., weaves the threads of meaning into a whole).</p>	<p>The student: Develops writing logically with one idea leading to the next or an argument taken point by point.</p>	<p>The student: Uses organizational patterns and transitional devices that weave the parts into a meaningful whole.</p>	<p>The student: Tailors organization to best present ideas to the intended audience.</p>	<p>The student: Embeds organization so it is not glaringly obvious as it supports the reader.</p>
<p>Use language that energizes the writing and gives it cadence and color.</p>	<p>The student: Uses word choice and sentence structures that clearly fit the writer's ideas, perceptions, or feelings.</p>	<p>The student: Uses carefully selected words or phrases that communicate what the writer wants to instill in the mind of the reader.</p>	<p>The student: Uses specific and varied word choice and sentence structures that support the meaning.</p>	<p>The student: Writes to reveal sensitivity to the power of language to connote meaning, to carry subtle messages, and to include and exclude (e.g., biases, stereotypes).</p>
<p>Use a voice and style that are appropriate for the topic, purpose, and audience.</p>	<p>The student: Writes to reveal a writer behind the writing whose openness and honesty pull the reader in to consider the ideas presented.</p>	<p>The student: Writes to reveal voice that establishes a relationship with the reader (e.g., reader feels like an insider, feels a strong connection to the writing and writer, feels as if he/she knows the writer).</p>	<p>The student: Writes to reveal voice that is appropriate to the purpose, audience, and occasion, and remains true to the writer.</p>	<p>The student: Writes to reveal a voice and style that engage the reader and are well suited to the topic, purpose, and audience.</p>

Standard 9: ORAL COMMUNICATION: RANGE—Communicate orally using various forms—interpersonal, group, and public—for a variety of purposes and situations.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<i>Take and defend a position in a debate to consider an issue from differing perspectives.</i>	The student: <i>Examines a topic, event, or issue from different perspectives.</i>	The student: <i>Examines an issue from different perspectives, then defends one position.</i>	The student: <i>Participates in a debate in order to advocate and defend a position.</i>	The student: <i>Participates in a debate in order to advocate and defend a position.</i>
Participate in informal and formal groups (e.g., forum, symposium, parliamentary procedure) for a variety of purposes.	The student: Participates productively in groups for a variety of purposes (e.g., exchange ideas, analyze information, solve a problem, complete a task or project).	The student: Participates productively in groups for a variety of purposes (e.g. exchange ideas, solve a problem, reach agreement, make a decision, complete a task or project).	The student: Participates as a member of a team and contributes to the group effort.	The student: Participates actively in a group to exchange ideas, explore issues, solve a problem, or complete a task or project.
<i>Make formal speeches to inform and persuade or influence actions.</i>	The student: <i>Delivers a prepared report or oral presentation to communicate information, instructions, or explanations, using visual and technological aids as appropriate.</i> <i>Delivers a prepared speech to persuade or influence actions of the audience.</i>	The student: <i>Delivers a formal report or oral presentation to inform, to persuade, or to influence actions of a distant audience, incorporating information from a range of sources and including visual and technological aids as appropriate.</i>	The student: <i>Gives a formal speech or presentation using an extemporaneous style or manuscript, to inform or persuade on a topic of concern to self and others.</i>	The student: <i>Gives a formal speech or presentation using an extemporaneous style or manuscript, to inform or persuade on a topic of concern to self and others.</i>

Standard 10: ORAL COMMUNICATION: COMMUNICATION PROCESSES—Use strategies within speaking and listening processes to construct and communicate meaning.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<i>Analyze audience and use strategies to create rapport and develop common understandings.</i>	The student: <i>Considers listeners (e.g., level of knowledge, interests, point of view) in conversation, discussion, or presentation in order to adjust ideas, language, and delivery to promote understanding.</i>	The student: <i>Is aware of listeners (e.g., level of knowledge, interests, attitude, opinions) and adjusts ideas, language, and delivery to promote understanding.</i>	The student: <i>Analyzes and takes into account the background and opinions of his/her audience and actively works to establish common understandings, sustain interaction, and develop rapport.</i>	The student: <i>Uses strategies to reach agreement that include integrating ideas into a single position, asking for justification, extending other members' ideas, asking probing questions.</i>
Make plans for achieving purpose, assess progress, and revise actions when communication breaks down.	The student: Contributes to group efforts to set a purpose and generate plans for achieving the purpose. Uses feedback to assess progress toward achieving purpose and revises actions accordingly. <i>Understands the communication process, acknowledges one's role in a breakdown in own communication, and revises actions appropriately.</i>	The student: Contributes to group efforts to set a purpose and generate plans for achieving the purpose. Uses feedback to assess progress toward achieving purpose and revise actions accordingly. Understands the communication process, acknowledges own role in a breakdown in communication, and revises actions appropriately.	The student: Knows when he/she is misunderstood and addresses misunderstandings by clarifying points of emphasis and/or fine differences in interpretation.	The student: Recognizes when breakdowns in understanding occur, consciously seeks feedback, analyzes the situation using listener feedback, and implements appropriate strategies to improve communication (e.g., restating, clarifying, adapting message to audience).
Listen critically by identifying weaknesses in reasoning and by judging the soundness of evidence.	The student: Identifies and analyzes a speaker's bias. <i>Evaluates the use of persuasive techniques (e.g., appeal to authority, appeal to emotion).</i>	The student: Identifies and analyzes a speaker's bias. <i>Evaluates the logic of arguments (e.g., evidence, reasoning) and use of persuasive techniques (e.g., appeal to authority, appeal to emotion, appeal to cultural images, myths, and values).</i>	The student: Listens critically by assessing patterns of reasoning (e.g., inductive/deductive development), soundness of evidence (e.g., date of evidence, author of resource), and validity of arguments.	The student: Listens critically by assessing patterns of reasoning, (e.g., inductive/deductive development), soundness of evidence (authority, completeness), and validity of arguments.
<i>Develop personal view after consideration of a variety of sources and points of view.</i>	The student: <i>Develops a personal view after consideration of a variety of sources and points of view.</i>	The student: <i>Develops a personal view after consideration of a variety of sources and points of view.</i>	The student: <i>Forms position or stance after close consideration of different points of view and different resources.</i>	The student: <i>Forms position or stance after close examination and evaluation of other points of view and a variety of resources.</i>

Standard 11: ORAL COMMUNICATION: CONVENTIONS AND SKILLS—Apply knowledge of verbal and nonverbal language to communicate effectively.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<p><i>Use verbal and nonverbal language to create rapport and establish credibility with an audience.</i></p>	<p>The student: <i>Adjusts oral delivery (e.g. volume, pacing, enunciation, intonation) to create desired effect and establish credibility with audience.</i></p> <p><i>Uses nonverbal language (e.g. posture, body language, gestures, eye contact) to reinforce spoken message and develop rapport with audience.</i></p>	<p>The student: <i>Adjusts oral delivery (e.g. volume, pacing, enunciation, intonation) to create desired effect and establish credibility with audience.</i></p> <p><i>Uses nonverbal language (e.g. posture, body language, gestures, eye contact) to reinforce spoken message and develop rapport with audience.</i></p>	<p>The student: <i>Knows nonverbal behaviors send messages about attitudes and feelings, and controls such behaviors to draw listeners in, to keep communication open and flowing, and to persuade.</i></p>	<p>The student: <i>Knows nonverbal behaviors send messages about attitudes and feelings, and controls such behaviors to draw listeners in, to keep communication open and flowing, and to persuade.</i></p>
<p>Use pronunciation and grammar appropriate to audience, purpose, and situation, and to achieve desired results.</p>	<p>The student: Demonstrates increasing mastery of appropriate pronunciation and grammar to fit the audience, purpose, and situation.</p>	<p>The student: Demonstrates increasing mastery of appropriate pronunciation and grammar to fit the audience, purpose, and situation.</p>	<p>The student: Demonstrates increasing mastery of appropriate language to fit the audience, purpose, and situation to achieve desired results.</p>	<p>The student: Demonstrates increasing mastery of appropriate language to fit the audience, purpose, and situation to achieve desired results.</p>

LANGUAGE ARTS

GRADES 9 TO 12

ORAL COMMUNICATION

Standard 12: ORAL COMMUNICATION: RHETORIC—Adapt messages appropriate to audience, purpose, and situation.

BENCHMARKS 9-12	GRADE 9 PERFORMANCE INDICATORS	GRADE 10 PERFORMANCE INDICATORS	GRADE 11 PERFORMANCE INDICATORS	GRADE 12 PERFORMANCE INDICATORS
<i>Use supporting ideas from credible sources so message is accepted by audience.</i>	The student: <i>Considers audience’s needs and interests in selecting information from credible sources to develop the message.</i>	The student: <i>Considers audience’s needs and interests in selecting information from credible sources to develop the message.</i>	The student: <i>Uses credible sources of information to give substance to the content.</i>	The student: <i>Uses credible sources of information to give substance to the content.</i>
<i>Organize ideas to achieve desired purpose.</i>	The student: <i>Organizes ideas and uses transitions effectively to give coherence and clarity to the message.</i>	The student: <i>Organizes ideas and uses transitions effectively to give coherence and clarity to the message.</i>	The student: <i>Selects and organizes ideas around a structure that marshals and clarifies thinking and convinces listeners.</i> <i>Uses transitional words and gestures or movements that support the organization of the message.</i>	The student: <i>Selects and organizes ideas around a structure that marshals and clarifies thinking and convinces listeners.</i> <i>Uses transitional words and gestures or movements that support the organization of the message.</i>
<i>Use language to elicit a desired response.</i>	The student: <i>Considers denotative and connotative meanings in selecting words, thinking about the different emotional effects words have.</i> <i>Uses language (e.g., syntax, examples, word choice) with audience and purpose in mind.</i>	The student: <i>Selects words to elicit a desired response, considering both denotative and connotative meaning and the different emotional effects words have.</i> <i>Selects language (e.g., syntax, examples, word choice) to elicit a desired response from the audience.</i>	The student: <i>Uses language to elicit a desired response.</i> <i>Recognizes that language affects others positively or negatively, and can include or exclude people.</i>	The student: <i>Uses language to elicit a desired response.</i> <i>Recognizes that language affects others positively or negatively, and can include or exclude people.</i>
<i>Select and use delivery style to achieve desired audience response(s).</i>	The student: <i>Adjusts verbal and nonverbal delivery style (e.g. formal, informal) according to desired audience response.</i>	The student: <i>Uses verbal and nonverbal delivery style (e.g., formal, informal) appropriate to the audience and content of the presentation, adjusting according to the audience’s verbal and nonverbal cues.</i>	The student: <i>Speaks with authority, conviction, and knowledge of topic based on sound preparation.</i> <i>Uses a delivery style that considers the effects of pacing, directness, posture, eye contact, etc.</i>	The student: <i>Speaks with authority, conviction, and knowledge of the topic based on sound preparation.</i> <i>Uses a delivery style that considers the effects of pacing, directness, posture, eye contact, etc.</i>