WYOMING LANGUAGE ARTS
CONTENT AND PERFORMANCE STANDARDS

WYOMING STATE BOARD OF EDUCATION

Adopted November 19, 2008

ACKNOWLEDGMENT

The Wyoming State Board of Education would like to thank the Wyoming Department of Education, as well as educators, parents, students, business and industry representatives, community college representatives, and the University of Wyoming for all their help with the development of these standards.

Jim McBride, Ed.D., Superintendent of Public Instruction

Joe Simpson, Deputy State Superintendent

Alan D. Moore, Ph.D., Director
Standards and Assessment Unit

Tom Collins, Standards Team Supervisor

Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050

Pathway to 2014
Preamble to the Standards

Wyoming State Board of Education
February 20, 2008

At no time in human history has change been as rapid as we see today. Young people in Wyoming who are students in our schools will live in a world we may not be able to imagine at this point in our history. As stewards of our public education system, the State Board of Education believes it is important to provoke our institutions to think deeply about the knowledge, skills, abilities and habits of the mind that will prepare students for a world in which rapid change will be the norm and where people will have to be highly adaptable.

Our institutions, leaders, and communities must have the courage to develop and implement processes and programs through which schools deliver effective learning. Children must not only be prepared to enter the work force. They must be prepared to contribute as participants and members of the social and political democracies in which they live. To this end, we must more effectively define the components and rigor necessary for their success.

The Wyoming State Board of Education believes that as stewards it is our responsibility to frame the political dialogue in a way that challenges policy makers, educational institutions and the public in general to examine the educational goals, practices, and results in the neighborhoods, communities, and the state. This must be an ongoing political dialogue that begins with our review of the Wyoming State Standards but must not end there.

In accordance with Wyoming State Statute 21-2-304 (a) (iii) the State Board of Education (Board) in consultation and coordination with local school districts (LEA) will "prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b). . . ." Under W.S. 21-2-304(c) the Board is directed to evaluate and review the uniformity and quality of the educational program standards at least every five (5) years. This was last done in 2003 and will be undertaken in November 2008.

 The Board directs the Wyoming Department of Education (WDE) working in consultation and coordination with local school districts to formulate and implement a process to evaluate and review the uniformity and quality of both the standards and the implementation of those standards developed in 2008.

Specifically, the Board directs this review to develop answers through analysis to the following questions and to make recommendations in consultation and coordination with LEA's for improvement of the standards and/or the implementation of the standards over time. This review should include recommendations for what should and can be accomplished this year, what needs to be accomplished in two to three years and what Wyoming should set as a goal to accomplish prior to 2014.

1. The Board believes that content standards should be written to facilitate each student's success in life.

- What evidence exists that the standards as written are driving improvement of learning and preparation of children to successfully participate in life?

- What improvements are needed in each content area and why/how will the recommendations improve the status and growth in learning?

2. The Board believes that standards and supporting documents should be written in ways that are accessible and so that students, parents, teachers and citizen leaders will have a common understanding and measurement of success.

- What recommendation(s) should be considered by the SBE to accomplish this goal?

3. The Board believes that the standards and supporting documents should be written so that there is uniformity and consistency across content areas.

- What improvements are needed?

- How best do we accomplish these improvements?

4. The Board believes that each district must incorporate the common core of skills into its Body of Evidence.

- What evidence is there that the standards and supporting documents facilitate the learning of knowledge, skills, and behaviors that are necessary for the success of our students in life?

- What improvements are needed?

5. The Board is not convinced that the current common core of knowledge and the common core of skills are sufficient for the future success of our students.

- What else should we be doing to facilitate student success?

- How best can we accomplish these successes?

6. The Board believes that the standards should be implemented with fidelity and that Body of Evidence should be an important component of this fidelity.

- What evidence is there that the standards of each content area are assessed and proficiencies determined with uniformity in the district?

- What improvements are needed?

7. The Board believes that the standards and supporting documents should align with current knowledge about the development of the brain and learning.

    - What evidence is there that the standards and supporting documents are written so that there is alignment with current knowledge around the cognitive development and learning in the standards and the implementation of the standards?

    - What improvements are needed?

8. The Board believes that more meaningful and robust learning happens when young people are appropriately challenged to think in more cognitively complex ways.

    - What evidence is there that the more cognitively complex components of the standards are being taught and assessed?

    - What improvements are needed? Is teaching structured to facilitate interdisciplinary and multidisciplinary use of the knowledge, skills and abilities learned in our schools?

9. The Board believes that motivation and engagement are critical to learning.

    - What evidence is there that the aspects of self-system thinking and metacognition as defined by Robert Marzano and John Kendall or other higher order thinking and self-governing of learning skills are being implemented and accessed?

    - What improvements are needed?

While the immediate task might be focused upon a periodic review of the standard, the Wyoming State Board of Education believes that such a review capitalizes on the resources that will be necessary for the work best when the longer view of our standards and for our children are used to guide the work. We believe that the focus must be on what is learned, rather than what is taught. We believe that what is learned today must improve the lives our children will have in the future. We believe that current needs must be addressed in ways that lays a foundation that supports and frames the future.

WYOMING LANGUAGE ARTS
CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The State Language Arts Standards Committee recognizes the mission of language arts instruction as providing the skills in reading, writing, speaking, and listening that make learning and performance in all other content areas possible. Language arts have a content of its own, embodied in the study of language and literature. The analytic and research skills that allow students to understand and use information effectively, from written and spoken text, are central to the role of language arts. Standards, as determined by the committee, integrate the vital content, processes, and skills that students will need to master language arts in order to succeed in school and at work.

Developmental differences result in some variance among young children, as they acquire these skills, making ongoing classroom assessment essential in monitoring student progress. Attention is given to the importance of fluently reading a variety of different texts, understanding what has been read, and applying that information to research a topic of interest. The importance of literate writing and speaking are emphasized because students must master language conventions — including sentence structure, spelling, punctuation, capitalization, and usage skills — to become effective communicators. The intent is that students apply skills with consistency and precision in their writing and speaking.

Students are expected to read and use information, using a variety of grade-appropriate materials. Throughout the language arts curriculum, higher levels of critical thinking, problem solving, analysis, and synthesis are applied to the interpretation and use of ideas found in literature and informational texts. These skills are also applied to the examination and selection of appropriate research materials and to the creation and self-evaluation of writing in a variety of modes for different purposes. Students are expected to practice communication as skillful listeners and proficient speakers. Students are expected to integrate and apply these skills to a variety of personal, practical, and professional tasks.

ORGANIZATION OF STANDARDS

Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies they select based on their students' needs. Content and performance standards are identified with benchmarks at grades kindergarten through eighth, and eleventh. Terms used in this document are defined below and in the glossary at the end.

Kindergarten through eighth grade teachers, parents, and students work toward the achievement of grade-level benchmarks. Ninth grade through eleventh grade teachers, parents, and students work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level. Terms used in this document are defined below and in the glossary at the end.

Content Standards: These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered.

Benchmarks: These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels - in this document, grades kindergarten through eighth, and grade 11. These benchmarks specify the skills and content students must master along the way in order to reach the content standards by the time they graduate.

Performance Level Descriptors: These statements describe how well students must perform the benchmark standards. The "proficient" level is required to meet the standards. These descriptors help teachers to judge how students are performing in relation to meeting the standards. A general definition of these levels is provided below.

> **Advanced:** Students performing at the advanced level analyze texts to explain perspectives and common themes found across various reading materials. They understand that different text types have different organizational structures and can explain similarities and differences among features of different genres. Students apply higher order thinking skills to their interactions with text. Their writing demonstrates synthesis and analysis of ideas and themes. They apply the skills of writing with impact on their readers in mind. Students communicate complex ideas with evidence of a deep awareness of purpose and audience through speaking and writing.

> **Proficient:** Students performing at the proficient level utilize reading and writing strategies and communication skills with confidence. As proficient readers, students describe elements of literature, make inferences, distinguish fact and opinion, analyze and make generalizations, connect ideas, and support their thinking. As proficient writers, students apply a variety of writing skills to convey information and ideas for a variety of purposes and audiences.

> **Basic:** Students performing at the basic level generally read, comprehend, and respond at a literal level to a variety of materials. They identify basic ideas through reading and listening. With support, students conduct research, write, and speak for a variety of purposes and audiences.

> **Below Basic:** Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

The committee recognizes that students may pursue courses that vary in sequence; however, the skills identified at eleventh grade are intended for all students, regardless of the sequence of language arts courses taken. Districts need to ensure that their various course sequences assure that students are able to demonstrate mastery of the designated culminating skills at each grade. For advanced students, such mastery could occur much sooner than eleventh grade. For some students, such mastery will constitute a significant challenge, making it important for schools to provide multiple opportunities each year for learning and practicing these skills. Literacy skills, as defined by these standards, are deemed essential as reflected in local district and national standards.

In Wyoming, district, University, and business participants agreed that the standards reflect the necessary skills for success in study and work, regardless of advanced training pursued or occupation undertaken. Success in meeting these standards will provide the foundation for students to apply literacy skills in many areas of adult life or to a more specific career or post secondary study plan.

For example, most literacy skills are introduced at least two years before mastery can be expected, as described at the benchmark performance level. Teachers, parents, and students must be aware of the requirements at the next level, even as they prepare for the current level, so that prerequisite skills are introduced and experienced over time. All must work together to assure success in achievement of the benchmark standards at each grade K-8. Teachers, parents, and students from the ninth grade through twelfth grads work toward the achievement of the eleventh grade benchmark standards. Local district standards, specified for grade and course levels, provide alignment of curriculum and instruction leading to these benchmarks.

DEVELOPMENT OF THE STANDARDS

As described in the general introduction, these standards represent a consensus of the local district standards. In 1997-1998, representatives from each of the districts along with community college, University, students, and business representatives participated in regional groups. A district representative was selected by each of the regional groups to participate in the state committee. The state committee then drafted standards that represented a consensus of the regional groups. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. In reviewing and refining the resulting standards, the state committee referenced several national and state standards to establish that the rigor of Wyoming standards is consistent with these documents, and adjustments were made as deemed appropriate by the state committees. These documents included the following publications:

- National Council of Teachers of English and International Reading Association, Standards for the English Language Arts
- National Center on Education and the Economy, New Standards Performance Standards
- Speech Communication Association, Speaking, Listening, and Media Literacy Standards for K through 12 Education and Guidelines for Assessing Communication in Primary and Secondary Education
- Colorado Model Content Standards for Reading and Writing
- Standards of Learning for Virginia Public Schools
- McRel

In 2002-2003, writing committees were convened to review and revise these standards. The previous standards included benchmarks at grades four, eight, and eleven. These benchmarks were extended to grades kindergarten through eighth, and eleventh.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. It met in early 2008 to develop the process to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Members of the Standards Review Steering Committee nominated 8-12 expert educators in each of the 10 content areas represented in the Standards. These committees were balanced geographically and represented pre-school, elementary, secondary, special education, and higher education teachers.

The reviewers who agreed to serve on a committee met in spring, 2008 to participate in a systematic evaluation of the uniformity and quality of the standards in their content area. Among the aspects of the Standards reviewed were:

a. The cognitive complexity of the standards.
b. The degree of integration of the Common Core of Skills, 21st Century Skills, and Technology in the standards.
c. How Wyoming Standards compare to national curriculum standards and other state standards.
d. How the format of standards documents might be improved to make them more uniform, more understandable, and more useful.
e. How urgent the need for substantive revision of the standards is in each content area.

The 2008 standards reflect formatting rather than substantive changes. Substantive revisions to standards in all content areas will be recommended based on conclusions from the 2008 standards review and continuing work by content review committees and other stakeholder groups between 2008 and 2013.

STANDARDS

This document has been organized into three major standards: (1) Reading; (2) Writing; and (3) Speaking and Listening. The committee recognizes that literacy skills are not discrete and cannot be isolated from one another. As the National Council of Teachers of English and International Reading Association Standards for the English Language Arts state, "The standards are not distinct and separable; they are interrelated and should be considered as a whole." A brief explanation is provided for each of these skill areas.

Students Use the Reading Process to Demonstrate Understanding of Literary and Informational Texts.

   Reading: Reading is the most basic skill of all academic pursuits because all other content achievement depends on the ability to read and comprehend the materials presented. In the early grades, students learn to read. Beyond fourth grade, students enhance their reading ability in order to read to learn. Early mastery of the skills necessary to unlock written language and of the strategies to translate that language into meaningful concepts is essential to success. As students become fluent in skills and strategies are expanded, students apply them to increasingly difficult materials – both print and non-print texts. Literacy skills are applied across a wide range of literary and technical materials, using strategies appropriate to different text types and for different purposes, so students are well prepared to use them in personal interests and professional pursuits.

Students Regularly use the Writing Process and use Appropriate Strategies to Write a Variety of Expressive and Expository Pieces.

   Writing: Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas, as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex.

Students use Listening and Speaking Skills for a Variety of Purposes and Audiences.

   Listening: Students acquire information and ideas by listening and interacting with what they are hearing. Learning to listen actively and effectively, and to translate accurately the messages heard are key skills for the student while learning and working with others**.**

   Speaking: Speaking well is the most universal marker of literacy and communication. The basic skills of proper usage and the advanced skills of organized expression of thought affect a student's ability to interact with successfully with others. Students need to speak for different audiences and purposes and to use speaking skills to convey messages important to their learning and, later, to their work**.**

LANGUAGE ARTS PERFORMANCE DESCRIPTORS FOR THE BODY OF EVIDENCE

Grade 4

Advanced: 4th grade readers performing at the advanced level demonstrate deep understanding of a variety of above grade-appropriate texts and explain and analyze features of different genres. Their comprehension extends beyond the literal level. They make relevant connections within texts and among texts and themselves. They identify story elements, summarize key ideas, and support opinions with textual evidence. Students use resources to locate information. Students apply context clues, prior knowledge, and knowledge of base words to understand unfamiliar words. They read fluently, with accuracy, expression, and appropriate rate. Students write with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical organization and control of conventions. Ideas are presented clearly and supported by specific and precise details. Sentence structure is varied and complex; language is effective throughout. They speak with a clearly intended purpose and audience. Ideas are presented clearly and supported by specific and precise details with strong oral delivery skills.

Proficient: 4th grade readers performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts and explain features of different genres. Their comprehension extends beyond the literal level. They make relevant inferences beyond the obvious. They understand complex ideas and make connections among a variety of texts and between a text and themselves. Students understand and use different reading strategies for different types of texts and purposes. They develop and extend their vocabulary through reading and use of reference materials. These students cite specific and appropriate evidence for their inferences. Students write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct. They demonstrate reasonable control of conventions. Students speak with an intended purpose and audience. Ideas are supported with sufficient, relevant details. They exhibit appropriate organizational and delivery skills when speaking.

Basic: 4th grade readers performing at the basic level demonstrate a better understanding of some types of texts than others. Comprehension is mostly at the literal level. They make personal connections with what they read, and with significant support, identify connections within texts. With support, students apply context clues, prior knowledge, and use resource materials to locate information. Generally, they read grade level texts with less than 80% accuracy. Students need support to write or speak with evidence of intended purpose and audience. Their writing shows some organization with minimal awareness of voice. Ideas are evident but supporting details may be minimal or irrelevant. Sentences have some variety with few errors in structure. Word choice is generally correct. Students need support to show evidence of intended purpose and audience when speaking. Ideas are evident but supporting details may be minimal or irrelevant. Organization and delivery skills

are sufficient with support.

Below Basic: 4th grade readers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Grade 8

Advanced: 8th grade students at the advanced performance level independently read a variety of materials, using knowledge of text structures and features to comprehend what they read. Students predict outcomes; make and support inferences; explain cause and effect as it relates to consequences; and evaluate accuracy. They explain author purpose and evaluate the impact on the reader. Students infer common themes in texts. They conduct research and evaluate information to draw conclusions. Students write with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical and coherent organization. Ideas are presented clearly and supported by specific details, examples, and citations. Sentence structure is varied and complex, and language is rich and engaging. Advanced writers demonstrate control of conventions. They use word processing, as appropriate, throughout the writing process. Students speak with a clearly intended purpose and audience. Their language is rich and engaging. As presenters, they exhibit planning, organizational, and delivery skills when speaking. They listen actively to oral communication, giving relevant feedback and asking delving questions.

Proficient: 8th grade students at the proficient performance level read independently a variety of level-appropriate texts, demonstrating understanding of genre features and organization. Their comprehension extends beyond the literal as they identify author purpose, predict outcomes, identify themes, and summarize main ideas and supporting details. Students make connections between the text and themselves, among other texts, and between the text and issues in the world. Students use multiple sources to conduct research, analyzing and interpreting data. Students exhibit appropriate planning, organizational, and delivery skills when speaking. They listen actively to oral communication, giving relevant feedback, and asking questions.

Their writing shows clear evidence of voice and format, demonstrating reasonable control of conventions. Writing and speaking show logical organization; ideas are supported with sufficient, relevant details or examples. Sentence structure is varied and correct; language is effective throughout. They use word processing skills, as appropriate, during the writing process.

Basic: 8th grade students at the basic performance level read level-appropriate texts with teacher support. They explain main ideas and supporting details. These students recognize inferences but often lack textual support. They identify literary elements. They conduct limited research using limited resource materials. Students present ideas with an intended purpose and audience. Students demonstrate limited evidence of intended purpose and audience. They show some organization, with minimal awareness of voice. Main ideas are evident in their writing, but they need assistance to fully develop relevant details and examples to support their ideas. Sentences have

little variety; however, word choice is generally correct and there is some control of conventions. They exhibit some organizational skills but need structured planning to be successful. Students show little evidence of intended purpose and audience. They show some organization, with minimal awareness of voice. Main ideas are evident in their speaking, but they need assistance to fully develop relevant details and examples to support their ideas. They exhibit some organizational and delivery skills when speaking, but need extensive structured planning to be successful. They listen to oral communication and give feedback.

Below Basic: 8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standards.

Grade 11

Advanced: Students performing at the advanced level analyze texts to explain perspectives and common themes found across various reading materials. They understand that different text types have different organizational structures and can explain similarities and differences among features of different genres. Students apply higher order thinking to their interactions with text. Their writing demonstrates synthesis and analysis of ideas and themes. They apply the skills of writing with impact on their readers in mind. Students communicate complex ideas with evidence of a deep awareness of purpose and audience through speaking and writing.

Proficient: Students performing at the proficient level utilize reading and writing strategies and communication skills with confidence. As proficient readers, students describe elements of literature, make inferences, distinguish fact and opinion, analyze and make generalizations, connect ideas, and support their thinking. As proficient writers, students apply a variety of writing skills to convey information and ideas for a variety of purposes and audiences. Students communicate ideas with attention to purpose and audience through speaking and writing.

Basic: Students performing at the basic level generally read, comprehend, and respond at a literal level to a variety of materials. They identify basic ideas through reading and listening. With support, students conduct research, write, and speak for a variety of purposes and audiences.

Below Basic: Students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

WYOMING LANGUAGE ARTS
CONTENT AND PERFORMANCE STANDARDS

GRADE K

<table>
<tr><td colspan="2">CONTENT STANDARD
1. <u>READING</u>
Students use the reading process to demonstrate understanding of literary and informational texts.</td></tr>
<tr><td>CODE</td><td>GRADE K BENCHMARKS</td></tr>
<tr><td>LAK.1A</td><td>Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</td></tr>
<tr><td>LAK.1A.1</td><td>Students use illustrations and prior knowledge to decode unknown words and understand text.</td></tr>
<tr><td>LAK.1A.2</td><td>Students recognize and produce rhyming words orally.</td></tr>
<tr><td>LAK.1A.3</td><td>Students orally combine and segment syllables.</td></tr>
<tr><td>LAK.1A.4</td><td>Students recognize initial and final sounds of words orally.</td></tr>
<tr><td>LAK.1A.5</td><td>Students self-correct for meaning.</td></tr>
<tr><td>LAK.1A.6</td><td>Students use pictures and illustrations to understand text and to make predictions.</td></tr>
<tr><td>LAK.1A.7</td><td>Students connect information and events in texts to life experiences.</td></tr>
<tr><td>LAK.1A.8</td><td>Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.</td></tr>
<tr><td>LAK.1A.9</td><td>Students differentiate letters and words.</td></tr>
<tr><td>LAK.1A.10</td><td>Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right.</td></tr>
<tr><td>LAK.1A.11</td><td>Students match voice with print, associating syllables, words, and phrases with their written form.</td></tr>
<tr><td>LAK.1A.12</td><td>Students name upper and lower case alphabet letters.</td></tr>
<tr><td>LAK.1A.13</td><td>Students know letter/sound correspondences.</td></tr>
<tr><td>LAK.1A.14</td><td>Students are familiar with a variety of modes such as Big Books, storytelling, and audio and video modes.</td></tr>
<tr><td>LAK.1B</td><td>Students demonstrate an understanding of literary texts.</td></tr>
<tr><td>LAK.1B.1</td><td>Students understand sequence; i.e., beginning, middle, and end.</td></tr>
<tr><td>LAK.1B.2</td><td>Students use illustrations to retell story.</td></tr>
<tr><td>LAK.1B.3</td><td>Students listen and respond to stories based on characters, themes, plots, and settings.</td></tr>
<tr><td>LAK.1C</td><td>Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.</td></tr>
</table>

GRADE K PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>
Kindergarten readers performing at the advanced level demonstrate the ability to apply reading strategies and read fluently beyond the emergent level. They identify most letters by name and sound and utilize their phonological awareness. They comprehend literature beyond a literal level and make connections to self and other texts and their world.

<u>PROFICIENT PERFORMANCE</u>
Kindergarten readers performing at the proficient level read familiar patterned text. They understand concepts of print, identify many letters by name and sound, and have basic phonological awareness. They comprehend literature at the literal level.

<u>BASIC PERFORMANCE</u>
Kindergarten readers performing at the basic level approximate familiar patterned texts. Students demonstrate an inconsistent understanding of concepts of print, identify some letters by name and sound, and achieve some phonological awareness. They have minimal comprehension of literature.

<u>BELOW BASIC PERFORMANCE</u>
Kindergarten readers performing at the below basic level use illustrations to derive meaning without attending to text. They have minimal knowledge of the concepts of print, letter names, letter sound associations, and phonological awareness.

CONTENT STANDARD 2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
CODE	**GRADE K BENCHMARKS**	
LAK.2A	Students apply writing skills to plan, draft, revise, and publish writing.	
LAK.2A.1	Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.	
LAK.2A.2	Students know some dominant sounds in words.	
LAK.2B	Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas.	

GRADE K PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>
Kindergarten writers performing at an advanced level write with an intended purpose showing logical organization. They write simple sentences with reasonable control of conventions. They identify and record dominant sounds in words. They use a small core of known words in writing.

<u>PROFICIENT PERFORMANCE</u>
Kindergarten writers performing at the proficient level write with an intended purpose. Students demonstrate reasonable control of letter formation and directionality. They identify and record some dominant letter/sound associations in words.

<u>BASIC PERFORMANCE</u>
Kindergarten writers performing at the basic level use pictures and letters to convey ideas showing minimal letter/sound associations within words.

<u>BELOW BASIC PERFORMANCE</u>
Kindergarten writers performing at the below basic level write using pictures, scribbling, or some symbols. The message may or may not be clear. Letter/sound association is not evident.

CONTENT STANDARD 3. <u>SPEAKING AND LISTENING</u> Students use listening and speaking skills for a variety of purposes and audiences.	
CODE	GRADE K BENCHMARKS
LAK.3.1	Students follow simple one- and two-step directions.
LAK.3.2	Students orally share and listen to stories and other expressive pieces such as poetry, songs, nursery rhymes, etc.
LAK.3.3	Students share ideas after hearing or viewing nonfiction and informational passages.
LAK.3.4	Students recall facts or details after hearing or viewing an informational passage.

GRADE K PERFORMANCE LEVEL DESCRIPTORS
3. <u>SPEAKING AND LISTENING</u>

<u>ADVANCED PERFORMANCE</u>
Kindergarten students performing at the advanced level speak with a clearly intended purpose and audience with strong vocabulary. They exhibit appropriate organizational and delivery skills when speaking. In response to listening, these students provide clear and relevant feedback.

<u>PROFICIENT PERFORMANCE</u>
Kindergarten students performing at the proficient level speak with an intended purpose and audience with appropriate vocabulary. They exhibit appropriate organizational and delivery skills when speaking. Students provide relevant feedback in listening situations.

<u>BASIC PERFORMANCE</u>
Kindergarten students performing at the basic level need support to speak with evidence of intended purpose and audience with appropriate vocabulary. They also require assistance with organizational and delivery skills when speaking.   Students provide minimal feedback in listening situations.

<u>BELOW BASIC PERFORMANCE</u>
Kindergarten students performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 1

<table>
<tr><td colspan="2" align="center">CONTENT STANDARD
1. <u>READING</u>
Students use the reading process to demonstrate understanding of literary and informational texts.</td></tr>
<tr><td align="center">CODE</td><td align="center">GRADE 1 BENCHMARKS</td></tr>
<tr><td>LA1.1A</td><td>Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</td></tr>
<tr><td>LA1.1A.1</td><td>Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</td></tr>
<tr><td>LA1.1A.2</td><td>Students use sequence to understand text and to make predictions about content.</td></tr>
<tr><td>LA1.1A.3</td><td>Students compare information from several sources to understand text.</td></tr>
<tr><td>LA1.1A.4</td><td>Students connect prior knowledge to textual information.</td></tr>
<tr><td>LA1.1A.5</td><td>Students monitor and self-correct for meaning.</td></tr>
<tr><td>LA1.1A.6</td><td>Students read aloud with fluency in a manner that sounds like natural speech.</td></tr>
<tr><td>LA1.1A.7</td><td>Students are familiar with a variety of modes such as Big Books, story telling, magazines, newspapers, and audio and video modes.</td></tr>
<tr><td>LA1.1B</td><td>Students demonstrate an understanding of literary texts.</td></tr>
<tr><td>LA1.1B.1</td><td>Students identify setting, characters, main events, and plot in story.</td></tr>
<tr><td>LA1.1B.2</td><td>Students recall sequence of key events.</td></tr>
<tr><td>LA1.1B.3</td><td>Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.</td></tr>
<tr><td>LA1.1C</td><td>Students demonstrate understanding of informational text.</td></tr>
<tr><td>LA1.1C.1</td><td>Students read nonfiction texts.</td></tr>
<tr><td>LA1.1C.2</td><td>Students understand the main idea and relevant facts in level-appropriate informational texts.</td></tr>
</table>

GRADE 1 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>
1st grade readers performing at an advanced level demonstrate the ability to read and comprehend fiction and non-fiction materials above grade level with fluency and expression. These students automatically apply a variety of reading strategies and make connections to derive meaning from different texts.

<u>PROFICIENT PERFORMANCE</u>
1st grade readers performing at a proficient level demonstrate understand of a variety of grade-appropriate texts. Students use a variety of reading strategies to derive meaning. Their comprehension extends beyond the literal level, making and checking predictions, and making relevant connections. Students read fluently, with accuracy, expression, and appropriate rate. They monitor and self-correct for meaning.

<u>BASIC PERFORMANCE</u>
1st grade readers performing at a basic level have limited use of reading strategies and need support in comprehending what they read and in making connections. Generally, they are developing fluency and read grade-level texts with less than 80% accuracy.

<u>BELOW BASIC PERFORMANCE</u>
1st grade readers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
2. WRITING

Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

CODE	GRADE 1 BENCHMARKS
LA1.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LA1.2A.1	Students write on a topic to communicate ideas.
LA1.2A.2	Students begin to demonstrate awareness of openings and closings.
LA1.2A.3	Students use the term 'voice' to explain writing.
LA1.2A.4	Students write simple sentences.
LA1.2A.5	Students capitalize the first word of a sentence, names of people, and the pronoun 'I'.
LA1.2A.6	Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.
LA1.2A.7	Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.
LA1.2B	Students write a variety of expressive and expository pieces.
LA1.2B.1	Students create simple lists.
LA1.2B.2	Students share real-life experiences in writing.

GRADE 1 PERFORMANCE LEVEL DESCRIPTORS
2. WRITING

ADVANCED PERFORMANCE

1st grade writers performing at an advanced level create a variety of written text with clearly defined purposes that they can consistently read. Their message is easily understandable to others. Their writing shows consistent control of conventions.

PROFICIENT PERFORMANCE

1st grade writers performing at a proficient level create written texts with an intended purpose that they can read, and their message is understandable to others. Their writing shows reasonable control of conventions.

BASIC PERFORMANCE

1st grade writers performing at a basic level create texts with words or letters and/or illustrations that they can sometimes read. Their message is sometimes understood by others. Their writing lacks conventions.

BELOW BASIC PERFORMANCE

1st grade writers performing at the below basic level write with limited control of letter-sound relationships, no evidence of purpose, and are unable to read their own writing. They require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. SPEAKING AND LISTENING
Students use listening and speaking skills for a variety of purposes and audiences.

CODE	GRADE 1 BENCHMARKS
LA1.3.1	Students give and follow two-step directions.
LA1.3.2	Students orally share stories, poetry, and nonfiction or informational texts.
LA1.3.3	Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
LA1.3.4	Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.

GRADE 1 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE
1st graders performing at the advanced level speak with a clearly intended purpose and audience with strong vocabulary. They exhibit appropriate organizational and delivery skills when speaking. In response to listening, these students provide clear and relevant feedback.

PROFICIENT PERFORMANCE
1st graders performing at the proficient level speak with an intended purpose and audience with appropriate vocabulary. They exhibit appropriate organizational and delivery skills when speaking. Students provide relevant feedback in listening situations.

BASIC PERFORMANCE
1st graders performing at the basic level need support to speak with evidence of intended purpose and audience with appropriate vocabulary. They also require assistance with organizational and delivery skills when speaking. Students provide minimal feedback in listening situations.

BELOW BASIC PERFORMANCE
1st graders performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 2

CONTENT STANDARD
1. READING
Students use the reading process to demonstrate understanding of literary and informational texts.

CODE	GRADE 2 BENCHMARKS
LA2.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA2.1A.1	Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
LA2.1A.2	Students read to confirm predictions about text.
LA2.1A.3	Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
LA2.1A.4	Students set a purpose for reading and use such comprehension strategies as visualizing and inferring.
LA2.1A.5	Students make connections with the text.
LA2.1B	Students demonstrate understanding of literary texts.
LA2.1B.1	Students compare and contrast plots, characters, and settings presented by different authors.
LA2.1B.2	Students identify problem and solution in literary texts.
LA2.1B.3	Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.
LA2.1B.4	Students are familiar with a variety of modes such as books and poems by same author, children's literary magazines, Big Books, and storytelling.
LA2.1C	Students demonstrate understanding of informational texts.
LA2.1C.1	Students interpret simple written directions.
LA2.1C.2	Students are familiar with a variety of informational modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.
LA2.1C.3	Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
LA2.1C.4	Students read nonfiction, such as biographies and graphics.

GRADE 2 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>
2nd grade readers performing at an advanced level demonstrate the ability to read and comprehend fiction and non-fiction materials above grade level with fluency and expression. These students automatically apply a variety of reading strategies and make connections to derive meaning from different texts.

<u>PROFICIENT PERFORMANCE</u>
2nd grade readers performing at a proficient level demonstrate understanding of a variety of grade appropriate texts. Their comprehension extends beyond the literal level, making and checking predictions, and comparing ideas and characters presented in texts to themselves. Students read fluently, with accuracy, expression, and appropriate rate. They monitor and self-correct for meaning.

<u>BASIC PERFORMANCE</u>
2nd grade readers performing at a basic level demonstrate comprehension at the literal level. They have limited use of reading strategies and need support in making connections. Generally, they are developing fluency and read grade-level texts with less than 80% accuracy.

<u>BELOW BASIC PERFORMANCE</u>
2nd grade readers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

<table>
<tr><td colspan="2">CONTENT STANDARD
2. WRITING
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</td></tr>
<tr><td>CODE</td><td>GRADE 2 BENCHMARKS</td></tr>
<tr><td>LA2.2A</td><td>Students apply writing skills to plan, draft, revise, and publish writing.</td></tr>
<tr><td>LA2.2A.1</td><td>Students use prewriting to plan their writing.</td></tr>
<tr><td>LA2.2A.2</td><td>Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials or people.</td></tr>
<tr><td>LA2.2A.3</td><td>Students apply sound-symbol relationships to spelling.</td></tr>
<tr><td>LA2.2A.4</td><td>Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.</td></tr>
<tr><td>LA2.2A.5</td><td>Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant, and descriptive details.</td></tr>
<tr><td>LA2.2A.6</td><td>Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.</td></tr>
<tr><td>LA2.2B</td><td>Students write a variety of expressive and expository pieces.</td></tr>
<tr><td>LA2.2B.1</td><td>Students create lists and maintain writing journals.</td></tr>
<tr><td>LA2.2B.2</td><td>Students write descriptive sentences.</td></tr>
<tr><td>LA2.2B.3</td><td>Students write a simple story with a beginning, middle, and end.</td></tr>
<tr><td>LA2.2B.4</td><td>Students create and share information using lists, posters, and personal experience reports.</td></tr>
<tr><td>LA2.2B.5</td><td>Students give relevant feedback about others' written work by restating facts, asking questions, and making comments.</td></tr>
</table>

GRADE 2 PERFORMANCE LEVEL DESCRIPTORS
2. WRITING

ADVANCED PERFORMANCE
2nd grade writers performing at an advanced level write with a clearly defined purpose and audience. Students' writing shows above grade-level sentence structure that is varied and correct, and has control of conventions.

PROFICIENT PERFORMANCE
2nd grade writers performing at a proficient level write with an intended purpose showing logical organization. Sentence structure is correct with reasonable control of conventions. Writers use pre-writing to plan their writing.

BASIC PERFORMANCE
2nd grade writers performing at a basic level need support to write with limited organization, sentence structure, and control of conventions.

BELOW BASIC PERFORMANCE
2nd grade writers performing at below basic level need extensive support or provide little or

no evidence in meeting the standard.

CONTENT STANDARD
3. SPEAKING AND LISTENING
Students use listening and speaking skills for a variety of purposes and audiences.

CODE	GRADE 2 BENCHMARKS
LA2.3.1	Students give and follow oral directions with three or four steps.
LA2.3.2	Students communicate information, stay on topic, and use appropriate volume.
LA2.3.3	Students list important facts after viewing or hearing a selection.
LA2.3.4	Students read aloud fluently and accurately with appropriate intonation and expression.
LA2.3.5	Students contribute in small group discussions.

GRADE 2 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE
2nd graders performing at the advanced level speak with a clearly intended purpose and audience with strong vocabulary. They exhibit appropriate organizational and delivery skills when speaking. In response to listening, these students provide clear and relevant feedback.

PROFICIENT PERFORMANCE
2nd graders performing at the proficient level speak with an intended purpose and audience. They exhibit appropriate organizational and delivery skills when speaking. Students provide relevant feedback in listening situations.

BASIC PERFORMANCE
2nd graders performing at the basic level need support to speak with evidence of intended purpose and audience. They also need some assistance with organizational and delivery skills when speaking. Students provide minimal feedback in listening situations.

BELOW BASIC PERFORMANCE
2nd graders performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 3

<table>
<tr><td colspan="2" align="center">

CONTENT STANDARD
1. <u>READING</u>
Students use the reading process to demonstrate understanding of literary and informational texts.

</td></tr>
<tr><td align="center">CODE</td><td align="center">GRADE 3 BENCHMARKS</td></tr>
<tr><td>LA3.1A</td><td>Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</td></tr>
<tr><td>LA3.1A.1</td><td>Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</td></tr>
<tr><td>LA3.1A.2</td><td>Students comprehend main idea and supporting details.</td></tr>
<tr><td>LA3.1A.3</td><td>Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.</td></tr>
<tr><td>LA3.1A.4</td><td>Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.</td></tr>
<tr><td>LA3.1A.5</td><td>Students make connections among texts and themselves.</td></tr>
<tr><td>LA3.1B</td><td>Students read and interpret literature.</td></tr>
<tr><td>LA3.1B.1</td><td>Students understand basic elements of plot such as conflict and resolution.</td></tr>
<tr><td>LA3.1B.2</td><td>Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.</td></tr>
<tr><td>LA3.1B.3</td><td>Students recognize use of descriptive language.</td></tr>
<tr><td>LA3.1B.4</td><td>Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales, and legends.</td></tr>
<tr><td>LA3.1B.5</td><td>Students are familiar with a variety of literary modes such as books and poems by same author.</td></tr>
<tr><td>LA3.1C</td><td>Students demonstrate understanding of informational texts.</td></tr>
<tr><td>LA3.1C.1</td><td>Students distinguish the main idea and supporting details in grade-level-appropriate expository text.</td></tr>
<tr><td>LA3.1C.2</td><td>Students compare and contrast information on the same topic after reading several passages or articles.</td></tr>
<tr><td>LA3.1C.3</td><td>Students locate information using a table of contents or glossary.</td></tr>
<tr><td>LA3.1C.4</td><td>Students interpret simple maps, charts, and graphs.</td></tr>
<tr><td>LA3.1C.5</td><td>Students follow simple multi-step written directions.</td></tr>
<tr><td>LA3.1C.6</td><td>Students read nonfiction texts such as biographies.</td></tr>
<tr><td>LA3.1C.7</td><td>Students are familiar with a variety of informational modes, such as books by the same author, demonstrations, and children's news publications.</td></tr>
</table>

GRADE 3 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>

3rd grade readers performing at the advanced level demonstrate the ability to extend applications and connections beyond the obvious. These students understand complex ideas, making connections among a variety of texts and between texts and themselves. These students cite specific, appropriate evidence for their inferences. They independently use dictionaries and glossaries to unlock meaning of unfamiliar words.

<u>PROFICIENT PERFORMANCE</u>

3rd grade readers performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts. Their comprehension extends beyond the literal level, making predictions, identifying story elements, and comparing ideas and characters presented in texts. They make relevant connections among texts, and between texts and themselves. They support opinions with text evidence. Students use a table of contents or glossary to locate information. Students apply context clues, prior knowledge, and knowledge of base words to understand unfamiliar words. They read fluently, with accuracy, expression, and appropriate rate. Students monitor and self-correct for meaning.

<u>BASIC PERFORMANCE</u>

3rd grade readers performing at the basic level demonstrate a better understanding of some types of texts than others. Comprehension is mostly at the literal level. They make personal connections to what they read. With support, they support opinions with text evidence and identify specific information within texts. Generally, they read grade level texts with less than 80% accuracy.

<u>BELOW BASIC PERFORMANCE</u>

3rd grade readers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

<table>
<tr><td colspan="2" style="text-align:center">CONTENT STANDARD
2. <u>WRITING</u>
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</td></tr>
</table>

CODE	GRADE 3 BENCHMARKS
LA3.2A	Students apply writing skills to plan, draft, revise, and publish writing.
LA3.2A.1	Students use strategies to arrive at an idea.
LA3.2A.2	Students write a paragraph with simple topic sentence and supporting details.
LA3.2A.3	Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.
LA3.2A.4	Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.
LA3.2A.5	Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.
LA3.2A.6	Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.
LA3.2A.7	Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.
LA3.2B	Students write a variety of expressive and expository pieces.
LA3.2B.1	Students write and share personal and formal letters including date, salutation, body, closing, and signature.
LA3.2B.2	Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable.
LA3.2B.3	Students write reports using research.
LA3.2B.4	Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
LA3.2B.5	Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.

GRADE 3 PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>
3rd grade writers performing at the advanced level write with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical and sophisticated organization. Ideas are presented clearly and supported by specific and precise details. Sentence structure is varied and complex; language is effective throughout. Advanced writers demonstrate control of conventions. They exhibit appropriate organizational and delivery skills when speaking.

<u>PROFICIENT PERFORMANCE</u>
3rd grade writers performing at the proficient level write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct. Proficient writers demonstrate reasonable control of conventions.

<u>BASIC PERFORMANCE</u>
3rd grade writers performing at the basic level need support to write with evidence of intended purpose and audience. Their writing shows some organization with minimal awareness of voice. Ideas are evident but supporting details may be minimal or irrelevant. Sentences have some variety with few errors in structure. Word choice is generally correct and there is some control of conventions.

<u>BELOW BASIC PERFORMANCE</u>
3rd grade writers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

	CONTENT STANDARD 3. <u>SPEAKING AND LISTENING</u> Students use listening and speaking skills for a variety of purposes and audiences.
CODE	GRADE 3 BENCHMARKS
LA3.3.1	Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
LA3.3.2	Students communicate using organization, volume, and eye contact.
LA3.3.3	Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.
LA3.3.4	Students read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.
LA3.3.5	Students speak and listen cooperatively in small groups.

GRADE 3 PERFORMANCE LEVEL DESCRIPTORS
3. <u>SPEAKING AND LISTENING</u>

<u>ADVANCED PERFORMANCE</u>

3rd graders performing at the advanced level speak with a clearly intended purpose and audience with sophisticated vocabulary. They exhibit appropriate organizational and delivery skills when speaking. In response to listening, these students provide clear and relevant feedback.

<u>PROFICIENT PERFORMANCE</u>

3rd graders performing at the proficient level speak with an intended purpose and audience. They exhibit appropriate organizational and delivery skills when speaking. Students provide relevant feedback in listening situations.

<u>BASIC PERFORMANCE</u>

3rd graders performing at the basic level need support to speak with evidence of intended purpose and audience. Ideas are evident but supporting details may be minimal or irrelevant. Students need assistance with organizational and delivery skills when speaking. Students provide minimal feedback in listening situations.

<u>BELOW BASIC PERFORMANCE</u>

3rd graders performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 4

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.	
CODE	**GRADE 4 BENCHMARKS**
LA4.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
LA4.1A.1	Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.
LA4.1A.2	Students demonstrate the strategy of setting a purpose before reading and visualization during reading.
LA4.1A.3	Students distinguish between fact and opinion.
LA4.1A.4	Students draw conclusions from text.
LA4.1A.5	Students demonstrate understanding by summarizing.
LA4.1A.6	Students read between the lines to infer author intent.
LA4.1A.7	Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.
LA4.1A.8	Students understand grade-level-appropriate technical and subject specific vocabulary.
LA4.1A.9	Students use text organizers such as type, headings, and graphics to predict and categorize information.
LA4.1A.10	Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.
LA4.1B	Students demonstrate an understanding of literary texts.
LA4.1B.1	Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.
LA4.1B.2	Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.
LA4.1B.3	Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.
LA4.1B.4	Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
LA4.1B.5	Students establish a purpose for reading.
LA4.1B.6	Students understand author's purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.
LA4.1C	Students demonstrate an understanding of informational texts.
LA4.1C.1	Students read a variety of non-fiction and informational texts.
LA4.1C.2	Students summarize important information.
LA4.1C.3	Students locate information using table of contents, index, or glossary.
LA4.1C.4	Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
1. READING

ADVANCED PERFORMANCE
4th grade readers performing at the advanced level demonstrate the ability to extend applications and connections beyond the obvious. These students understand complex ideas, and make connections among a variety of texts and between a text and themselves. Students understand and use different reading strategies for different types of texts and purposes. They develop and extend their vocabulary through reading and use of reference materials. These students cite specific and appropriate evidence for their inferences.

PROFICIENT PERFORMANCE
4th grade readers performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts and explain features of different genres. Their comprehension extends beyond the literal level. They make relevant connections within texts and among texts and themselves. They identify story elements, summarize key ideas, and support opinions with textual evidence. Students use a table of contents, index, or glossary to locate information. Students apply context clues, prior knowledge, and knowledge of base words to understand unfamiliar words. They read fluently, with accuracy, expression, and appropriate rate. They monitor accuracy, expression, and appropriate rate. They monitor and self-correct for meaning.

BASIC PERFORMANCE
4th grade readers performing at the basic level demonstrate a better understanding of some types of texts than others. Comprehension is mostly at the literal level. They make personal connections with what they read, and with significant support, identify connections within texts. With support, students apply context clues, prior knowledge, and use resource materials to locate information. Generally, they read grade level texts with less than 80% accuracy.

BELOW BASIC PERFORMANCE
4th grade readers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

<table>
<tr><td colspan="2" align="center">CONTENT STANDARD
2. <u>WRITING</u>
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</td></tr>
<tr><td align="center">CODE</td><td align="center">GRADE 4 BENCHMARKS</td></tr>
<tr><td>LA4.2A</td><td>Students apply writing skills to plan, draft, revise, and publish writing.</td></tr>
<tr><td>LA4.2A.1</td><td>Students write organized paragraphs with a topic sentence and supporting details.</td></tr>
<tr><td>LA4.2A.2</td><td>Students write sentences of various lengths.</td></tr>
<tr><td>LA4.2A.3</td><td>Students use descriptive and original words and show evidence of voice.</td></tr>
<tr><td>LA4.2A.4</td><td>Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.</td></tr>
<tr><td>LA4.2A.5</td><td>Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information.</td></tr>
<tr><td>LA4.2A.6</td><td>Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</td></tr>
<tr><td>LA4.2A.7</td><td>Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</td></tr>
<tr><td>LA4.2A.8</td><td>Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</td></tr>
<tr><td>LA4.2A.9</td><td>Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.</td></tr>
<tr><td>LA4.2B</td><td>Students write a variety of expressive and expository pieces.</td></tr>
<tr><td>LA4.2B.1</td><td>Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.</td></tr>
<tr><td>LA4.2B.2</td><td>Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade-level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.</td></tr>
<tr><td>LA4.2B.3</td><td>Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.</td></tr>
</table>

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>
4th grade writers performing at the advanced level write with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical organization and control of conventions. Ideas are presented clearly and supported by specific and precise details. Sentence structure is varied and complex; language is effective throughout.

<u>PROFICIENT PERFORMANCE</u>
4th grade writers performing at the proficient level write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct. Proficient writers demonstrate reasonable control of conventions.

<u>BASIC PERFORMANCE</u>
4th grade writers performing at the basic level need support to write or speak with evidence of intended purpose and audience. Their writing shows some organization with minimal awareness of voice. Ideas are evident but supporting details may be minimal or irrelevant. Sentences have some variety with few errors in structure. Word choice is generally correct. Basic writers demonstrate some control of conventions.

<u>BELOW BASIC PERFORMANCE</u>
4th grade writers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. <u>SPEAKING AND LISTENING</u>

Students use listening and speaking skills for a variety of purposes and audiences.

CODE	GRADE 4 BENCHMARKS
LA4.3.1	Students speak on a focused topic with organization, volume, posture, pace, eye contact, and relevant gestures.
LA4.3.2	Students use speaking strategies appropriate to different types of presentations.
LA4.3.3	Students understand techniques used in various media such as basic propaganda techniques.
LA4.3.4	Students read aloud their own and others' texts fluently and expressively.
LA4.3.5	Students speak and listen in small groups cooperatively.

GRADE 4 PERFORMANCE LEVEL DESCRIPTORS
3. <u>SPEAKING AND LISTENING</u>

ADVANCED PERFORMANCE

4th grade students performing at the advanced level speak with a clearly intended purpose and audience. Ideas are presented clearly and supported by specific and precise details with strong oral delivery skills and clear, relevant feedback.

PROFICIENT PERFORMANCE

4th graders performing at the proficient level speak with an intended purpose and audience. Ideas are supported with sufficient, relevant details. They exhibit appropriate organizational and delivery skills when speaking, and provide relevant feedback while actively listening.

BASIC PERFORMANCE

4th graders performing at the basic level need support to show evidence of intended purpose and audience when speaking. Ideas are evident but supporting details may be minimal or irrelevant. Organization and delivery skills are sufficient with support. Students provide minimal feedback during active listening.

BELOW BASIC PERFORMANCE

4th grade speakers/listeners performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

Grade 5

<table>
<tr>
<td colspan="2">
CONTENT STANDARD
1. READING
Students use the reading process to demonstrate understanding of literary and informational texts.
</td>
</tr>
<tr>
<td>CODE</td>
<td>GRADE 5 BENCHMARKS</td>
</tr>
<tr>
<td>LA5.1A</td>
<td>Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</td>
</tr>
<tr>
<td>LA5.1A.1</td>
<td>Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.</td>
</tr>
<tr>
<td>LA5.1A.2</td>
<td>Students understand grade-level-appropriate technical and subject-specific vocabulary.</td>
</tr>
<tr>
<td>LA5.1A.3</td>
<td>Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.</td>
</tr>
<tr>
<td>LA5.1A.4</td>
<td>Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</td>
</tr>
<tr>
<td>LA5.1A.5</td>
<td>Students understand cause and effect relationships.</td>
</tr>
<tr>
<td>LA5.1A.6</td>
<td>Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize, and analyze.</td>
</tr>
<tr>
<td>LA5.1B</td>
<td>Students demonstrate an understanding of a variety of literary texts.</td>
</tr>
<tr>
<td>LA5.1B.1</td>
<td>Students make connections between characters, character traits, setting, and plot.</td>
</tr>
<tr>
<td>LA5.1B.2</td>
<td>Students make connections with the text.</td>
</tr>
<tr>
<td>LA5.1B.3</td>
<td>Students recognize descriptive language and imagery.</td>
</tr>
<tr>
<td>LA5.1B.4</td>
<td>Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).</td>
</tr>
<tr>
<td>LA5.1B.5</td>
<td>Students are familiar with a variety of literary modes including literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.</td>
</tr>
<tr>
<td>LA5.1C</td>
<td>Students demonstrate understanding of informational text.</td>
</tr>
<tr>
<td>LA5.1C.1</td>
<td>Students locate and use information from multiple sources.</td>
</tr>
<tr>
<td>LA5.1C.2</td>
<td>Students compare and contrast information to draw conclusions.</td>
</tr>
<tr>
<td>LA5.1C.3</td>
<td>Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies</td>
</tr>
</table>

GRADE 5 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>

5th grade readers performing at the advanced level demonstrate the ability to extend applications and connections beyond the obvious. These students understand complex ideas and make connections among a variety of texts and between a text and themselves. Students understand and use different reading strategies for different types of texts and purposes. They develop and extend their vocabulary through reading and use of reference materials. These students cite specific and appropriate evidence for their inferences.

<u>PROFICIENT PERFORMANCE</u>

5th grade readers performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts and features of different genres. Their comprehension extends beyond the literal level. They make relevant connections within texts and among texts and themselves. They support opinions with textual evidence. Students use a variety of informational texts to locate information and analyze data. Students apply context clues, prior knowledge, and use dictionaries and glossaries to understand unfamiliar words. They read fluently, with accuracy, expression, and appropriate rate.

<u>BASIC PERFORMANCE</u>

5th grade readers performing at the basic level demonstrate a better understanding of some types of texts than others. Comprehension is mostly at the literal level. They make personal connections with what they read, and with significant support, identify connections within texts. With support, students apply context clues, prior knowledge, and use resource materials to locate information. Generally, they read grade-level text with less than 80% accuracy.

<u>BELOW BASIC PERFORMANCE</u>

5th grade readers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD

CONTENT STANDARD 2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.	
CODE	GRADE 5 BENCHMARKS
LA5.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA5.2A.1	Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.
LA5.2A.2	Students write multi-paragraph expository compositions with details, transitions, and conclusions.
LA5.2A.3	Students use meaningful word choice, evidence of voice, and sentence fluency.
LA5.2A.4	Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
LA5.2A.5	Students use strategies to revise writing such as producing multiple drafts.
LA5.2A.6	Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.
LA5.2B	Students write a variety of expressive and expository pieces.

LA5.2B.1	Students write and share literary analyses, using grade-level-appropriate strategies such as:
	Summarizing main ideas and significant details;
	    a. Using examples from the text, other works, and prior knowledge or experience;
	    b. Relating own ideas to supporting details; and
	    c. Developing interpretation based on careful reading.

LA5.2B.2	Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as:
	    a. Developing a clear story line in sequence;
	    b. Using descriptive words and phrases; and
	    c. Developing character, setting, and plot.

LA5.2B.3	Students summarize and paraphrase.
LA5.2B.4	Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.
LA5.2B.5	Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.

GRADE 5 PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>
5th grade writers performing at the advanced level write with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical and coherent organization and control of conventions. Ideas are presented clearly and supported by specific and precise details. Sentence structure is varied and complex; language is effective.

<u>PROFICIENT PERFORMANCE</u>
5th grade writers performing at the proficient level write with an intended purpose and audience with evidence of voice and format. Their writing shows logical organization. Ideas are supported with sufficient, relevant details. Sentence structure is varied and correct; language is effective throughout. Proficient writers demonstrate reasonable control of conventions.

<u>BASIC PERFORMANCE</u>
5th grade writers performing at the basic level need support to write or speak with evidence of intended purpose and audience. Their writing shows some organization with minimal awareness of voice. Ideas are evident, but supporting details may be minimal or irrelevant. Sentences have some variety with few errors in structure. Word choice is generally correct. Basic writers demonstrate some control of conventions.

<u>BELOW BASIC PERFORMANCE</u>
5th grade writers performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. SPEAKING AND LISTENING
Students use listening and speaking skills for a variety of purposes and audiences.

CODE	GRADE 5 BENCHMARKS
LA5.3.1	Students speak on a focused topic with clear organization including main idea with supporting details.
LA5.3.2	Students use speaking strategies such as pace, volume, eye contact, and relevant gestures.
LA5.3.3	In small group discussion, students ask relevant questions to determine purpose or clarify meaning.
LA5.3.4	Students follow directions and provide feedback.
LA5.3.5	Students read aloud their own or others' texts fluently and expressively.
LA5.3.6	Students understand media propaganda and visual symbols and images.

GRADE 5 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE
5th grade speakers and listeners performing at the advanced level present ideas clearly and support with specific and precise details. As presenters, they exhibit sophisticated organizational and delivery skills, and language is effective in engaging the audience.

PROFICIENT PERFORMANCE
5th grade speakers and listeners performing at the proficient level show logical organization; ideas are supported with sufficient, relevant details or examples. They exhibit appropriate organizational and delivery skills and provide relevant feedback.

BASIC PERFORMANCE
5th grade speakers and listeners performing at the basic level demonstrate limited evidence of intended purpose and audience. Main ideas are evident in their speaking, but they need assistance to fully develop relevant details and examples to support their ideas. They exhibit some organizational and delivery skills when speaking and/or actively listening.

BELOW BASIC PERFORMANCE
5th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 6

<table>
<tr><td colspan="2">CONTENT STANDARD
1. <u>READING</u>
Students use the reading process to demonstrate understanding of literary and informational texts.</td></tr>
<tr><td>CODE</td><td>GRADE 6 BENCHMARKS</td></tr>
<tr><td>LA6.1A</td><td>Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</td></tr>
<tr><td>LA6.1A.1</td><td>Students use word origins and derivations to develop vocabulary.</td></tr>
<tr><td>LA6.1A.2</td><td>Students understand grade-level-appropriate technical and subject-specific vocabulary.</td></tr>
<tr><td>LA6.1A.3</td><td>Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.</td></tr>
<tr><td>LA6.1A.4</td><td>Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.</td></tr>
<tr><td>LA6.1B</td><td>Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.</td></tr>
<tr><td>LA6.1B.1</td><td>Students identify connections between dialogue, events, and conflict.</td></tr>
<tr><td>LA6.1B.2</td><td>Students make connections within and among texts and themselves.</td></tr>
<tr><td>LA6.1B.3</td><td>Students identify similes and metaphors.</td></tr>
<tr><td>LA6.1B.4</td><td>Students compare a variety of literary genres.</td></tr>
<tr><td>LA6.1C</td><td>Students demonstrate understanding of informational texts.</td></tr>
<tr><td>LA6.1C.1</td><td>Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.</td></tr>
<tr><td>LA6.1C.2</td><td>Students analyze technical data in charts and graphs.</td></tr>
<tr><td>LA6.1C.3</td><td>Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.</td></tr>
<tr><td>LA6.1C.4</td><td>Students read nonfiction texts such as biographies, interviews, and informational texts.</td></tr>
</table>

GRADE 6 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>
6th grade readers performing at the advanced level demonstrate the ability to extend applications and connections beyond the obvious. These students understand complex ideas and make connections among a variety of texts and between a text and themselves. Students understand and use different reading strategies for different types of texts and purposes. They independently develop and extend their vocabulary through reading. These students cite extensive, appropriate evidence for their inferences.

<u>PROFICIENT PERFORMANCE</u>
6th grade readers performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts and features of different genres. Their comprehension extends beyond the literal level. They make relevant connections within texts and among texts and themselves. They support inferences and opinions with textual evidence. Students use a variety of informational texts to locate information and analyze data. Students apply context clues, prior knowledge, and use dictionaries and glossaries to understand unfamiliar words.

<u>BASIC PERFORMANCE</u>
6th grade readers performing at the basic level demonstrate a better understanding of some types of texts than others. Comprehension is mostly at the literal level. They make personal connections with what they read, and with significant support, identify connections within texts. With support, students apply context clues, prior knowledge, and use resource materials to locate information.

<u>BELOW BASIC PERFORMANCE</u>
6th grade readers at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD 2. <u>WRITING</u> Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.	
CODE	GRADE 6 BENCHMARKS
LA6.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA6.2A.1	Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.
LA6.2A.2	Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.
LA6.2A.3	Students use persuasive word choice, engaging voice, and correct sentence structure.
LA6.2A.4	Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.
LA6.2A.5	Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.
LA6.2A.6	Students use strategies to draft and revise written work such as producing multiple drafts.
LA6.2A.7	Students use strategies to edit and publish written work.
LA6.2B	Students write a variety of expressive and expository pieces.

LA6.2B.1	Students write and share literary analysis, using grade-level-appropriate strategies such as:
	    a. Developing an interpretation, exhibiting careful reading, understanding, and insight;
	    b. Organizing the interpretation around several clear ideas, premises, or images; and
	    c. Developing and justifying the interpretation through use of examples and textual evidence.

LA6.2B.2	Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:
	    a. Establishing appropriate point of view;
	    b. Including sensory detail and concrete language; and
	    c. Using a range of narrative devices including dialogue and suspense.

LA6.2B.3	Students write directions, explain problem and solution or procedures.
LA6.2B.4	Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.

GRADE 6 PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>
6th grade writers performing at the advanced level present ideas with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical and coherent organization. Ideas are presented clearly and supported by specific details, examples, and citations. Sentence structure is varied and complex, and language is rich and engaging. Advanced writers demonstrate sophisticated control of conventions.

<u>PROFICIENT PERFORMANCE</u>
6th grade writers performing at the proficient level write with an intended purpose and audience. Their writing shows clear evidence of voice and format, demonstrating reasonable control of conventions. Writing and speaking shows logical organization; ideas are supported with sufficient, relevant details or examples. Sentence structure is varied and correct; language use is effective throughout.

<u>BASIC PERFORMANCE</u>
6th grade writers performing at the basic level demonstrate limited evidence of intended purpose and audience. They show some organization, with minimal awareness of voice. Main ideas are evident in their writing and speaking, but they need assistance to fully develop relevant details and examples to support their ideas. Sentences have little variety; however, word choice is generally correct and there is some control of conventions.

<u>BELOW BASIC PERFORMANCE</u>
6th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. SPEAKING AND LISTENING
Students use listening and speaking skills for a variety of purposes.

CODE	GRADE 6 BENCHMARKS
LA6.3.1	Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.
LA6.3.2	Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.
LA6.3.3	Students follow directions and provide relevant feedback through note-taking or orally responding.
LA6.3.4	Students read aloud their own or others' texts fluently and expressively.
LA6.3.5	Students engage in small group discussion using strategies to contribute and create consensus.
LA6.3.6	Students understand and explain techniques used in media such as propaganda and visual symbols.

GRADE 6 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE
6th grade speakers performing at the advanced level present ideas with a clearly intended purpose and audience, successfully integrating voice and format. As active listeners, they provide sophisticated feedback when required. As presenters, they exhibit sophisticated organizational and delivery skills when speaking.

PROFICIENT PERFORMANCE
6th grade speakers performing at the proficient level speak with an intended purpose and audience. Ideas are supported with sufficient, relevant details or examples. They exhibit appropriate organizational and delivery skills when speaking and provide relevant feedback while actively listening.

BASIC PERFORMANCE
6th grade speakers performing at the basic level demonstrate limited evidence of intended purpose and audience. They show some organization, with minimal awareness of voice. Main ideas are evident in their speaking, but they need assistance to fully develop relevant details and examples to support their ideas. They exhibit some organizational and delivery skills when speaking and/or actively listening.

BELOW BASIC PERFORMANCE
6th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 7

<table>
<tr>
<td colspan="2">
<h2>CONTENT STANDARD
1. <u>READING</u></h2>
Students use the reading process to demonstrate understanding of literary and informational texts.
</td>
</tr>
<tr>
<td>CODE</td>
<td>GRADE 7 BENCHMARKS</td>
</tr>
<tr>
<td>LA7.1A</td>
<td>Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</td>
</tr>
<tr>
<td>LA7.1A.1</td>
<td>Students use analogies, idioms, similes, and metaphors to develop vocabulary.</td>
</tr>
<tr>
<td>LA7.1A.2</td>
<td>Students understand grade-level-appropriate technical and subject-specific vocabulary.</td>
</tr>
<tr>
<td>LA7.1A.3</td>
<td>Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.</td>
</tr>
<tr>
<td>LA7.1B</td>
<td>Students read and interpret a variety of literary genres.</td>
</tr>
<tr>
<td>LA7.1B.1</td>
<td>Students explain connections between setting, plot, theme, and characterization.</td>
</tr>
<tr>
<td>LA7.1B.2</td>
<td>Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.</td>
</tr>
<tr>
<td>LA7.1B.3</td>
<td>Students understand personification, hyperbole, imagery.</td>
</tr>
<tr>
<td>LA7.1C</td>
<td>Students demonstrate understanding of informational texts.</td>
</tr>
<tr>
<td>LA7.1C.1</td>
<td>Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.</td>
</tr>
<tr>
<td>LA7.1C.2</td>
<td>Students interpret technical data in a variety of formats.</td>
</tr>
<tr>
<td>LA7.1C.3</td>
<td>Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</td>
</tr>
<tr>
<td>LA7.1C.4</td>
<td>Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</td>
</tr>
<tr>
<td>LA7.1C.5</td>
<td>Students understand word choice and arguments that convey author's point of view.</td>
</tr>
</table>

GRADE 7 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>

7th grade readers performing at the advanced level demonstrate the ability to extend applications and connections beyond the obvious. These students understand complex ideas and make connections among a variety of texts, between a text and themselves, and between a text and the world. Students understand and use different reading strategies for different types of texts and purposes. They independently develop and extend their vocabulary through reading. These students cite extensive, appropriate evidence for their inferences.

<u>PROFICIENT PERFORMANCE</u>

7th grade readers performing at the proficient level demonstrate understanding of a variety of grade-appropriate texts, features of different genres, and how different texts are organized. Their comprehension extends beyond the literal level. They identify author's purpose and make relevant connections among texts, themselves, and other sources. They support inferences and opinions with textual evidence. Students use multiple sources to conduct research and analyze data. Students apply context clues, prior knowledge, and use dictionaries and glossaries to understand unfamiliar words.

<u>BASIC PERFORMANCE</u>

7th grade readers performing at the basic level demonstrate a better understanding of some types of texts than others. Comprehension is mostly at the literal level. They make personal connections, and with significant support, extend connections to identify common themes. With support, students apply context clues, prior knowledge, and use dictionaries and glossaries to understand unfamiliar words. They conduct limited research or make use of limited resource materials.

<u>BELOW BASIC PERFORMANCE</u>

7th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

<table>
<tr><td colspan="2" align="center">CONTENT STANDARD
2. <u>WRITING</u>
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</td></tr>
<tr><td align="center">CODE</td><td align="center">GRADE 7 BENCHMARKS</td></tr>
<tr><td>LA7.2A</td><td>Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</td></tr>
<tr><td>LA7.2A.1</td><td>Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.</td></tr>
<tr><td>LA7.2A.2</td><td>Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</td></tr>
<tr><td>LA7.2A.3</td><td>Students use meaningful word choice, voice, and sentence fluency.</td></tr>
<tr><td>LA7.2A.4</td><td>Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing.</td></tr>
<tr><td>LA7.2A.5</td><td>Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling.</td></tr>
<tr><td>LA7.2A.6</td><td>Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.</td></tr>
<tr><td>LA7.2B</td><td>Students write a variety of expressive and expository pieces.</td></tr>
<tr><td>LA7.2B.1</td><td>Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as:
    a. Developing major and minor characters; and
    b. Developing a setting.</td></tr>
<tr><td>LA7.2B.2</td><td>Students write reports and present demonstrations.
    a. Students explain problem, solution, and procedures.
    b. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.
    c. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</td></tr>
<tr><td>LA7.2B.3</td><td>Students write and share literary analyses using grade-level-appropriate strategies such as:
    a. Describing setting, plot structure, and theme or conflict; and
    b. Describing connections between historical and cultural influences and literary selections.</td></tr>
</table>

GRADE 7 PERFORMANCE LEVEL DESCRIPTORS
2. WRITING

ADVANCED PERFORMANCE
7th grade writers performing at the advanced level present ideas with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical and coherent organization. Ideas are presented clearly and supported by specific details, examples, and citations. Sentence structure is varied and complex, and language is rich and engaging.

PROFICIENT PERFORMANCE
7th grade writers performing at the proficient level write with an intended purpose and audience. Their writing shows clear evidence of voice and format, demonstrating reasonable control of conventions. Writings show logical organization; ideas are supported with sufficient, relevant details or examples. Sentence structure is varied and correct; language is effective throughout.

BASIC PERFORMANCE
7th grade writers performing at the basic level demonstrate limited evidence of intended purpose and audience. They show some organization, with minimal awareness of voice. Main ideas are evident in their writing and speaking, but they need assistance to fully develop relevant details and examples to support their ideas. Sentences have little variety; however, word choice is generally correct and there is some control of conventions.

BELOW BASIC PERFORMANCE
7th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. SPEAKING AND LISTENING
Students use listening and speaking skills for a variety of purposes and audiences.

CODE	GRADE 7 BENCHMARKS
LA7.3.1	Students use effective speaking skills including volume, eye contact, posture, poise, relevant gestures, enunciation, and inflection.
LA7.3.2	Students speak on a focused topic with clear organization, substantial content, and audience awareness.
LA7.3.3	Students use note-taking strategies while listening or viewing.
LA7.3.4	Students present reports and demonstrations, explaining problem, solution, and procedures.
LA7.3.5	Students read aloud their own or others' texts fluently, with accuracy, appropriate rate, and expression.
LA7.3.6	Students incorporate multi-media when appropriate.
LA7.3.7	Students speak and listen in small group situations to contribute and build from previous speakers.

GRADE 7 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE
7th grade speakers performing at the advanced level present ideas with a clearly intended purpose and audience, successfully integrating voice and format. Their presentation shows logical and coherent organization. Ideas are presented clearly and supported by specific details, examples, and citations. Sentence structure is varied and complex, and language is rich and engaging. As presenters, they exhibit planning, organization, and delivery skills when speaking. They listen actively to oral communication, giving relevant feedback, and asking appropriate questions.

PROFICIENT PERFORMANCE
7th grade speakers performing at the proficient level speak with an intended purpose and audience. Ideas are supported with sufficient, relevant details or examples. They exhibit appropriate organizational and delivery skills when speaking. They listen actively to oral communication, giving relevant feedback and asking questions.

BASIC PERFORMANCE
7th grade speakers performing at the basic level demonstrate limited evidence of intended purpose and audience. Main ideas are evident in their speaking, but they need assistance to fully develop relevant details and examples to support their ideas. They exhibit some organizational and delivery skills when speaking and/or actively listening.

BELOW BASIC PERFORMANCE
7th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE 8

<table>
<tr>
<td colspan="2">
CONTENT STANDARD
1. <u>READING</u>
Students use the reading process to demonstrate understanding of literary and informational texts.
</td>
</tr>
<tr>
<th>CODE</th>
<th>GRADE 8 BENCHMARKS</th>
</tr>
<tr>
<td>LA8.1A</td>
<td>Students use the reading process to apply a variety of comprehension strategies before, during and after reading.</td>
</tr>
<tr>
<td>LA8.1A.1</td>
<td>Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</td>
</tr>
<tr>
<td>LA8.1A.2</td>
<td>Students comprehend main idea and supporting details in grade-level-appropriate text.</td>
</tr>
<tr>
<td>LA8.1A.3</td>
<td>Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.</td>
</tr>
<tr>
<td>LA8.1B</td>
<td>Students read and interpret a variety of literary texts.</td>
</tr>
<tr>
<td>LA8.1B.1</td>
<td>Students make inferences about events, setting, style, tone, mood, and meaning.</td>
</tr>
<tr>
<td>LA8.1B.2</td>
<td>Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.</td>
</tr>
<tr>
<td>LA8.1B.3</td>
<td>Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.</td>
</tr>
<tr>
<td>LA8.1C</td>
<td>Students read and demonstrate understanding of informational texts.</td>
</tr>
<tr>
<td>LA8.1C.1</td>
<td>Students conduct research using multiple resources.</td>
</tr>
<tr>
<td>LA8.1C.2</td>
<td>Students analyze data or make generalizations based on explicitly stated information.</td>
</tr>
<tr>
<td>LA8.1C.3</td>
<td>Students support conclusions with facts and/or citations.</td>
</tr>
<tr>
<td>LA8.1C.4</td>
<td>Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.</td>
</tr>
<tr>
<td>LA8.1C.5</td>
<td>Students summarize and paraphrase information in chronological, sequential, or logical order.</td>
</tr>
</table>

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
1. <u>READING</u>

<u>ADVANCED PERFORMANCE</u>
8th grade students at the advanced performance level independently read a variety of materials, using knowledge of text structures and features to comprehend what they read. Students predict outcomes; make and support inferences; explain cause and effect as it relates to consequences; and evaluate accuracy. They explain author purpose and evaluate the impact on the reader. Students infer common themes in texts. They conduct research and evaluate information to draw conclusions.

<u>PROFICIENT PERFORMANCE</u>
8th grade students at the proficient performance level read independently a variety of level-appropriate texts, demonstrating understanding of genre features, and organization. Their comprehension extends beyond the literal as they identify author purpose, predict outcomes, identify themes, and summarize main ideas and supporting details. Students make connections between the text and themselves, among other texts, and between the text and issues in the world. Students use multiple sources to conduct research, analyzing and interpreting data.

<u>BASIC PERFORMANCE</u>
8th grade students at the basic performance level read level-appropriate texts with teacher support. They explain main ideas and supporting details. These students recognize some inferences but often lack textual support. They identify some literary elements. They conduct limited research using limited resource materials.

<u>BELOW BASIC PERFORMANCE</u>
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD 2. <u>WRITING</u>
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

CODE	GRADE 8 BENCHMARKS
LA8.2A	Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
LA8.2A.1	Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.
LA8.2A.2	Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.
LA8.2A.3	Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.
LA8.2A.4	Student writing is appropriate for intended audience and purposes; voice is apparent.
LA8.2A.5	Students use meaningful word choice to achieve purpose.
LA8.2A.6	Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.
LA8.2A.7	Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.
LA8.2A.8	Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.
LA8.2A.9	Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.
LA8.2A.10	Students use word processing in the writing process.
LA8.2B	Students use appropriate strategies to write a variety of expressive and expository pieces.
LA8.2B.1	Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.
LA8.2B.2	Students write and share literary analyses using grade-level-appropriate strategies by: a. Stating an interpretive, analytic, evaluative, or reflective position; b. Supporting inferences or conclusions with examples from the text, personal experience, or other works.
LA8.2B.3	Students produce expository essays, technical writing, and reports.
LA8.2B.4	Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>
8th grade students at the advanced performance level present ideas with a clearly intended purpose and audience, successfully integrating voice and format. Their writing shows logical and coherent organization. Ideas are presented clearly and supported by specific details, examples, and citations. Sentence structure is varied and complex, and language is rich and engaging. Advanced writers demonstrate control of conventions. They use word processing, as appropriate, throughout the writing process.

<u>PROFICIENT PERFORMANCE</u>
8th grade writers performing at the proficient level present ideas with an intended purpose and audience. Their writing shows clear evidence of voice and format, demonstrating reasonable control of conventions. Writing and speaking show logical organization; ideas are supported with sufficient, relevant details or examples. Sentence structure is varied and correct; language is effective throughout. They use word processing skills, as appropriate, during the writing process.

<u>BASIC PERFORMANCE</u>
8th grade writers performing at the basic level demonstrate limited evidence of intended purpose and audience. They show some organization, with minimal awareness of voice. Main ideas are evident in their writing, but they need assistance to fully develop relevant details and examples to support their ideas. Sentences have little variety; however, word choice is generally correct and there is some control of conventions. They exhibit some organizational skills but need structured planning to be successful.

<u>BELOW BASIC PERFORMANCE</u>
8th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD
3. SPEAKING AND LISTENING
Students use listening and speaking skills for a variety of purposes and audiences.

CODE	GRADE 8 BENCHMARKS
LA8.3.1	Students speak on a focused topic with clear organization, substantial content, and audience awareness.
LA8.3.2	Students use effective delivery skills (volume, eye contact, posture, poise, gestures, enunciation and inflection) appropriate to audience and purpose.
LA8.3.3	Students use multi-media to support presentations when appropriate.
LA8.3.4	Students use strategies to present oral interpretations of literature.
LA8.3.5	Students use strategies to contribute to group discussions, including building upon previous comments.
LA8.3.6	Students take notes and give relevant, appropriate feedback to speakers in formal and informal settings.
LA8.3.7	Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.

GRADE 8 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE

8th grade speakers performing at the advanced level present ideas with a clearly intended purpose and audience. Language is rich and engaging. As presenters, they exhibit planning, organizational, and delivery skills when speaking. They listen actively to oral communication, giving relevant feedback and asking delving questions.

PROFICIENT PERFORMANCE

8th grade speakers performing at the proficient level speak with an intended purpose and audience. They exhibit appropriate planning, organizational, and delivery skills when speaking. Ideas are supported with sufficient, relevant details and examples. They listen actively to oral communication, giving relevant feedback and asking questions.

BASIC PERFORMANCE

8th grade speakers performing at the basic level demonstrate limited evidence of intended purpose and audience. Main ideas are evident in their speaking, but they need assistance to fully develop relevant details and examples to support their ideas. They exhibit some organizational and delivery skills when speaking, but need structured planning to be successful. They listen to oral communication and give feedback.

BELOW BASIC PERFORMANCE

8th grade speakers and listeners performing at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GRADE SPAN 9-12

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.	
CODE	GRADE 11 BENCHMARKS
LA11.1A	Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.

LA11.1A.1	Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including:
	    a. Literal comprehension (main idea, summarizing, paraphrasing) and
	    b. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).

LA11.1A.2	Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.
LA11.1B	Students demonstrate an understanding of literary texts.
LA11.1B.1	Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.

LA11.1B.2	Students understand elements of literature including:
	    a. Character development (character's actions, beliefs, motives, reactions, and feelings);
	    b. Point of view including underlying author purpose;
	    c. Setting including historical/cultural context;
	    d. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and
	    e. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.

LA11.1B.3	Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
LA11.1B.4	Students use the language and perspectives of literary criticism to evaluate literary works.

LA11.1C	Students demonstrate understanding of informational texts.
LA11.1C.1	Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can: a. Explain author's intent b. Evaluate for accuracy, relevance, and bias; and c. Make generalizations and inferences based on implicit and explicit information.
LA11.1C.2	Students conduct research using a variety of grade-appropriate sources and can: a. Synthesize relevant data through note-taking and questioning and b. Analyze and interpret technical data, written directions; and technical manuals.
LA11.1C.3	Students use a process to apply research strategies including: a. Developing a plan for research; b. Collecting information to narrow and develop a topic; and c. Using information to support a thesis.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
1. READING

ADVANCED PERFORMANCE

11th grade students at the advanced performance level independently read a variety of complex materials, using knowledge of text structures and genre features to comprehend what they read. Students accurately predict outcomes; make and justify inferences; explain cause/effect as it relates to consequences; and evaluate accuracy, relevance, and bias. They explain author's purpose and evaluate impact on reader, including use of literary elements. Students evaluate literary merit and synthesize universal themes across texts. Students conduct thorough research and analyze and evaluate data.

PROFICIENT PERFORMANCE

11th grade students at the proficient performance level independently read a variety of material. Students understand differences between genres and how texts are organized. They generally predict outcomes, draw inferences, determine cause/effect, summarize key concepts, and identify themes. Students analyze and interpret author's purpose and impact on reader, and author's use of literary elements. They generally apply their knowledge of multiple meanings, word origins, and reference materials to make meaning of unfamiliar words. Students conduct research and analyze and interpret data, and evaluate accuracy, relevance, and bias.

BASIC PERFORMANCE

11th grade students at the basic performance level read a variety of materials. They explain how details are used to support a main idea. With significant support, students identify author's purpose, predict outcomes, and recognize cause/effect. They identify some literary elements. Students apply context clues, prior knowledge, and use dictionaries and glossaries to understand unfamiliar words. They conduct limited research or make limited use of resource materials.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no

evidence in meeting the standard.

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CONTENT STANDARD
2. <u>Writing</u>
Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

</td></tr>
<tr><td>CODE</td><td>GRADE 11 BENCHMARKS</td></tr>
<tr><td>LA11.2A</td><td>Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</td></tr>
<tr><td>LA11.2A.1</td><td>Students write a variety of level-appropriate modes/genres by:
    a. Explaining ideas in their reading.
    b. Elaborating on concepts in literature.
    c. Using others' works as models for effective writing.
    d. Using word processing and other tools of technology to create multimedia presentations.</td></tr>
<tr><td>LA11.2A.2</td><td>Students use strategies to generate ideas for written work including:
    a. Considering audience and purpose in planning.
    b. Developing a focus.
    c. Using vivid, specific, and relevant details and concepts.</td></tr>
<tr><td>LA11.2A.3</td><td>Students use organization skills to:
    a. Arrange paragraphs into logical progression;
    b. Include a concluding statement; and
    c. Use transitions in written work.</td></tr>
<tr><td>LA11.2A.4</td><td>Students use meaningful voice by adapting writing for different audiences and purposes by:
    a. Using suitable content, vocabulary, style, structure, tone and voice;
    b. Considering background, age, knowledge of audience; and
    c. Using appropriate level of formality.</td></tr>
<tr><td>LA11.2A.5</td><td>Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</td></tr>
<tr><td>LA11.2A.6</td><td>Students use meaningful word choice appropriate to purpose to achieve a specific tone.</td></tr>
<tr><td>LA11.2A.7</td><td>Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:
    a. Using commonly confused terms appropriately;
    b. Capitalizing names of regions;
    c. Using noun-pronoun agreements;
    d. Using ellipses and semicolons;
    e. Using conditional tenses; and
    f. Using parallel structure.</td></tr>
<tr><td>LA11.2A.8</td><td>Students use strategies to draft and revise written work such as producing multiple drafts.</td></tr>
<tr><td>LA11.2A.9</td><td>Students use strategies to edit and publish written work.</td></tr>
</table>

LA11.2B.	Students use appropriate strategies to write a variety of expressive and expository pieces.
LA11.2B.1	Students write and share literary analyses, using grade level-appropriate strategies by: a. Examining literature from several critical perspectives; b. Analyzing author's stylistic devices and effects; c. Analyzing author's use of literary elements; and d. Using information in a text to support assertions.
LA11.2B.2	Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to: a. Convey a unifying theme or tone; b. Use sensory details to describe sights, sounds, movement, and gestures; c. Use interior monologue to convey feelings; and d. Pace action with changes in time and mood.
LA11.2B.3	Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to: a. Use appropriate organizational form; and b. Use formal language and tone.
LA11.2B.4	Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies a. Using evidence to support a thesis; b. Addressing author biases and concerns; c. Using information and ideas from primary and secondary sources; and d. Documenting sources using appropriate standard formats.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
2. <u>WRITING</u>

<u>ADVANCED PERFORMANCE</u>

11th grade students at the advanced performance level write independently for a clear purpose and a specific audience given various conditions and formats (for example: research, letter, essay, and story). Students compose both "on demand" works and works that allow time for reflection and revision. Their writing demonstrates planning and complexity of thought and structure throughout. Written communications are logical, well organized, fluent, and use standard language conventions to enhance meanings and impact on audience. Students use mature stylistic techniques. They use word processing and technology to enhance format and presentations.

<u>PROFICIENT PERFORMANCE</u>

11th grade students at the proficient performance level write independently for a clear purpose and a specific audience, using various methods and formats (for example: research, letter, essay, and story). Students compose both "on demand" works and works that allow time for reflection and revision. Their writing demonstrates logic and coherence, with some complexity of thought and structure. Students' writing is well organized and fluent, and demonstrates use of standard language conventions. They use word processing, as appropriate, throughout the writing process.

<u>BASIC PERFORMANCE</u>

11th grade students at the basic performance level write for a purpose and a specific audience, using various methods and formats (for example: research, letter, essay, and story). Students compose both "on demand" works and works that allow time for reflection and revision. With support, their writing attempts some complexity of thought and a logical and coherent structure. They demonstrate limited understanding of standard language conventions and may use word processing throughout the writing process. With support, they can identify issues of accuracy, relevance, and bias.

<u>BELOW BASIC PERFORMANCE</u>

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

CONTENT STANDARD	
3. SPEAKING AND LISTENING	
Students use listening and speaking skills for a variety of purposes and audiences.	

CODE	GRADE 11 BENCHMARKS

LA11.3.1	Students speak for a variety of purposes including:
	    a. Explaining a speaker's or performer's intent; and
	    b. Evaluating the accuracy, relevance, and bias of sources.

LA11.3.2	Students use others' works for models for effective speaking.

LA11.3.3	Students use strategies to organize formal presentations including:
	    a. Developing an introduction and conclusion;
	    b. Using relevant details to support ideas; and
	    c. Citing information sources.

LA11.3.4	Students use strategies to make persuasive presentations by:
	    a. Presenting a coherent argument;
	    b. Citing persuasive evidence;
	    c. Using rhetorical strategies to support reasoning; and
	    d. Addressing counter-arguments and concerns.

LA11.3.5	Students present oral interpretations of literature.
LA11.3.6	Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.
LA11.3.7	Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.

LA11.3.8	Students use strategies to contribute to group discussions by:
	    a. Considering others' ideas and opinions before responding;
	    b. Determining the purpose of discussions;
	    c. Acting as a leader, participant, and moderator; and
	    d. Conveying criticism in a constructive way.

LA11.3.9	Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media such as:
	    a. Explaining aesthetic effects of media;
	    b. Using stereotypes;
	    c. Using special effects;
	    d. Explaining techniques and impact of media on audiences, politics, and daily life;
	    e. Techniques used for particular audiences; and
	    f. Impact of media on daily life.

GRADE 11 PERFORMANCE LEVEL DESCRIPTORS
3. SPEAKING AND LISTENING

ADVANCED PERFORMANCE

11th grade students at the advanced performance level demonstrate planning and complexity of thought and structure while speaking. Oral communications are logical, well organized, fluent, and use standard language conventions to enhance meaning and impact on audience. Students use mature stylistic techniques. They use word processing and technology to enhance format and presentations. They synthesize oral information; evaluate relevant spoken data; critique the accuracy, relevance, and bias of verbal information; analyze a variety of speakers' intents; and consistently provide instructive and reflective feedback through verbal and written responses. When speaking, they respond appropriately, with poise, to audience and occasion.

PROFICIENT PERFORMANCE

The proficient 11th grade student's speaking is well organized and fluent, and demonstrates use of standard language conventions. They are able to integrate oral information; synthesize relevant spoken data; evaluate accuracy, relevance, and bias of verbal information; recognize speaker's intent; and provide useful feedback through verbal and written responses. When speaking, students respond appropriately to audience and occasion.

BASIC PERFORMANCE

11th grade students at the basic performance level speak for a purpose and a specific audience, using various methods and formats. They can, with support, identify issues of accuracy, relevance, and bias in verbal information. They recognize speaker's main point, and provide feedback through verbal and written responses.

BELOW BASIC PERFORMANCE

11th grade students at the below basic level require extensive support or provide little or no evidence in meeting the standard.

GLOSSARY

Wyoming Language Arts Content and Performance Standards

The glossary is intended to clarify selected terms and phrases used in the content, benchmark and performance standards that may not be familiar to all readers. Please consult appropriate reference materials for further clarification and definitions of other terms with which you are unfamiliar.

Character traits are the various attributes of a character in a work of fiction.

Characterization is the method used by an author to describe or reveal characters, their motives, and aspects of their personalities.

Comprehension strategies are the mental devices/tools a reader uses to gain understanding of the text. Generally, different comprehension strategies are used for different purposes (e.g., skimming to get the main idea; scanning to find a single fact or idea) and for different types of texts (e.g., reading a novel vs. reading a recipe).

Conduct research describes the designing, planning, implementing, and reporting of information on a topic, after collecting information from one or more source.

Context clues are the words/sentences surrounding an unknown vocabulary word in text that provide clues to the unknown word's meaning.

Delivery skills are the abilities that go together to enhance the delivery of a speech, such as volume, pitch, rate, eye contact, etc.

Electronic and on-line sources are research sources available via computer technology (e.g., websites, CD Rom data banks, on-line informational searches, etc.).

Fiction includes literary works such as novels, poetry, short stories, and plays.

Given audience is a specific, prescribed audience.

Grade appropriate reading indicates material chosen by a school district for use in a particular grade level. The term relates to a level of difficulty in the reading material that is appropriate to the grade and age of the student rather than "readability" which may not accurately correspond to the complexity of the content or reading skills required to understand and use information from a given text.

Inference is having derived a conclusion from facts or premises.

Integration is the blending of learning from several curricular areas into a lesson/unit.

Level-appropriate indicates material chosen by a school district for use in a particular level. The term relates to a level of difficulty in the material and expectations that is appropriate for the level (high school, middle school) and the age of the student.

Literary devices (author's craft) is a term often confused with literary elements. Literary devices are used by an author to develop ideas and establish style through tone, mood, point of view, and use of figurative language such as similes, metaphors, and alliteration.

Literary elements (elements of a story) are the ingredients or aspects of a work of fiction such as character, theme, and plot.

Mechanics are the conventions or appropriate usage of the language such as punctuation, capitalization, spelling, etc.

Multi-media is the use of several forms of communication in one presentation such as the use of slides or overhead transparencies in a speech.

Nonfiction includes works that communicate information based on fact such as biographies, essays, magazines, journals, speeches, newspapers, textbooks, and technical and on-line materials.

On-demand works are those pieces of writing that are produced at the time they are assigned rather than produced over a period of time.

Primary source is the original source actually written or spoken by the authority or researcher.

Rate is the speed at which the spoken words are uttered during an oral presentation or in the assessment of reading fluency.

Reflective narrative describes a thoughtful response based on a piece of literature or a life experiences.

Secondary sources are sources other than the original that summarize or paraphrase an authority or researcher, such as an encyclopedia.

Sentence fluency is much more than grammatical correctness. It is the rhythm and flow of carefully structured language that makes it both easy and pleasurable to read aloud.

Standard language conventions are the mechanics/usage of language currently acceptable to most authorities.

Structural analysis is the study of the structure of language including how words are put together to make meaning and how words are arranged in a sentences, paragraphs, etc. in a given language.

Synthesize is to combine in order to create a new idea, form, or product.

Technical reading (nonfiction) is material that delivers precise information or instructions, or reports factual information, usually specific to a particular subject area or topic.

Technical writing is nonfiction writing that provides precise information, delivers instruction, or reports factual information.

Texts include any fiction or non-fiction texts *in print*: classroom sets of books, novels, plays, poetry, magazines, public documents, reference and informational books and materials, pamphlets, print news media publications, etc.

Viewing includes any fiction or non-fiction texts *not in print*: watching and listening to live performances and demonstrations (e.g., plays, speeches, dramatic readings, and presentations), as well as performances that have been recorded for listening or viewing (e.g., informational and news programs, movies, documentaries, etc.). Viewing requires the integration of both reading and active listening strategies in order to comprehend.

Voice is one of the ingredients or traits of good writing that pertains to the personality of the author, the style, mood, or tone of the writing, and matches the purpose and audience of the piece of writing.

Volume is the amplitude or loudness of sound, in this instance, as it relates to making a speech or presentation.

Writing process is the sequence of steps or stages a writer progresses through and repeats as necessary to produce a published piece of writing including gathering ideas, organizing, revising, editing and publishing.

Writing skills are the abilities a writer uses to produce a piece of effective writing appropriate to the purpose/audience by manipulating ideas, organization, voice, word choice, sentences, and language conventions.

<u>Webb's Depth of Knowledge Levels</u>
Basic application of a skill/concept (as explained in the Webb Rubric) Level 2
<u>Reading</u> - Includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter-sentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as *summarize, interpret, infer, classify, organize collect, display, compare,* and *determine whether fact or opinion.* Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.
- Use information or conceptual knowledge.
- Two or more steps.

Writing - Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

Strategic Thinking (as explained in the Webb Rubric) Level 3
Reading - Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

Writing - Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Edit writing to produce a logical progression of ideas.

Extended Thinking (as explained in the Webb Rubric) Level 4
Reading - Higher order thinking is central and knowledge is deep at Level Four. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and

perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

Writing - Higher-level thinking is central to Level 4. The standard at this level is a multi-paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is: to write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both. Creativity is a characteristic of a Level 4 response.

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