

# North Dakota English Language Arts Content and Achievement Standards

Grades K-12

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North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

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### **Publication Availability**

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## Table of Contents

Publication Availability .....	2
Writing Team Members .....	3
Project Staff .....	4
Table of Contents .....	5
Foreword .....	6
Introduction .....	8
Summary of State Standards .....	12
Presentation of State Standards and Benchmark Expectations .....	13
Content Standard 1:.....	14
Content Standard 2:.....	30
Content Standard 3:.....	55
Content Standard 4:.....	82
Content Standard 5:.....	94
Content Standard 6:.....	104
Glossary .....	116
References .....	118

## Foreword

By Dr. Wayne G. Sanstead,  
State Superintendent

There is perhaps no greater responsibility for a community than to provide for the care and education of its citizens. We stand together, committed to the advancement of quality education for all our students. It is toward this aim that I am pleased to issue this document, the *North Dakota English Language Arts Content and Achievement Standards*. This document represents an important step in defining and implementing what constitutes a quality education for North Dakota citizens.

### *The State's Protocols for Developing Standards*

As a matter of public policy, the North Dakota Department of Public Instruction believes that public education stakeholders must define "what students should know and be able to do." State law (NDCC 15.1-04-03) places responsibility for the writing of state academic standards with the State Superintendent. State law (NDCC 15.1-04-04; 15.1-21-08) also places responsibility with the State Superintendent for the supervision of State assessments that are based on the State's academic standards. To this end, the Department of Public Instruction has worked closely with the State's educators, through a clearly articulated process, to develop academic standards and aligned assessments that reflect the profession's best insights into what constitutes a quality education for every citizen.

The North Dakota State content and achievement standards offer guidance in core curriculum areas while, at the same time, they allow for, indeed *encourage*, a dynamic and living curriculum created at the local school district level. To ensure educational relevance, the North Dakota State content and achievement standards are (1) based on academic standards developed nationally by various professional education associations, (2) periodically revised as suggested by classroom and community experiences and expectations, and (3) widely supported by state and national education policymakers.

While the North Dakota State content and achievement standards represent an official, statewide reference point for content and proficiency, local school districts are encouraged to use the State's content and achievement standards as guides in the development of local, customized curriculum in the core content areas. Put another way, standards-based education

requires that a community agree upon what skills and abilities students should have upon leaving high school and what a worthwhile K-12 educational experience should look like in the classroom.

The Department seeks to engage stakeholders in the development and performance reporting of a valid and reliable educational accountability system. To ensure that the State's accountability system engenders confidence among constituents, the Department has established a system of prescribed activities that are designed to assure procedural validity and reliability, product quality, and systemic integrity. The Department, with the assistance of professional educators from across the State, has established process and content protocols to articulate the governing rules for the development of State content and achievement standards and assessments.

I encourage all citizens to familiarize themselves with the process used to define, review, and implement the State's challenging content and achievement standards. The *North Dakota Standards and Assessment Development Protocols* (refer to the following website: <http://www.dpi.state.nd.us/standard/protocols.pdf>) identify the procedures Department staff and statewide educator design teams follow regarding the staffing, design process, formatting, and content of all documents. These protocols ensure that quality assurance measures are observed and that the process and its resulting product are valid. The *North Dakota English Language Arts Content and Achievement Standards* document has been developed with care and attention to the requirements of the State standards protocols.

### *State's Accountability for Every Student*

Article VIII of the State's Constitution places a high-level responsibility on the State to ensure the literacy of every citizen. A high-quality education is the right of every student.

Assuring comparable educational opportunity is a primary responsibility of the State's education system. The State's challenging content and

achievement standards define what students should know and be able to do. In a sense, these standards represent a state contract with our students.

I urge school districts to build their respective curricula upon these worthy standards. A school's curriculum encompasses that collection of textbooks, media, experiences, and instruction that guide a student's exposure to the standards. The standards define the "what" and the curriculum defines the "how" of education.

To hold itself accountable for the educational services it provides through its schools, the State has developed an assessment system that is designed to measure student performance in terms of these State standards. By measuring student achievement in terms of the State's challenging standards, we are able to monitor growth, address deficiencies, and ensure comparability of educational opportunity statewide.

The State's academic assessments are aligned to the State's challenging content and achievement standards. The State measures, through a sampling of test questions, the annual performance of students statewide. Results are analyzed based on overall student achievement and on the performance of student subgroups, i.e., students of different ethnic backgrounds, limited English proficient students, economically disadvantaged students, and students with disabilities.

The State issues annual reports on the progress students make toward overall proficiency in terms of the State's standards. I invite all educators and citizens to learn more about the State's Accountability Plan which details this annual report. (Refer to the following website: <http://www.dpi.state.nd.us/grants/acctwb.pdf>.)

I assure you that our State's accountability system exists to protect the interests of every student—every student.

#### *Continuing Tradition of Improvement and Excellence*

The legacy of the North Dakota educational system is represented by the quality of the students it graduates every year. Every student who graduates at the proficient level from a North Dakota school testifies to the strength of the families, communities, and schools that nurtured and educated that student.

Yet, as long as there are students who graduate from a North Dakota school scoring at levels less than proficient—or who do not graduate at all, then

evidence exists of our need to improve. School improvement requires a healthy network of families, communities, and schools, working together, to achieve the ultimate aim set forth within the State Constitution.

The State standards, by their very nature, define the measure of success we seek to achieve. We cannot summarily claim success as long as any of our students fall below the proficient level as defined by our achievement standards. Proficiency of every student is our mission. This is why we do what we do. Each and every student, in every subgroup, is that important.

North Dakota schools embody a long-standing tradition to build on success and improve where necessary. These standards establish our measures for success. These standards anchor us and guide us. If we, indeed, are to continue to improve as an educational system, then it is these standards that will lead us ultimately to our goal. The North Dakota content and achievement standards are that important to us all.

#### *Gratitude to a Dedicated Profession*

We stand on the shoulders of those educators who have preceded us. Whatever measure of success we have experienced to date rests in large measure on their efforts and dedication. Each passing generation stands as a testament to the spirit of excellence that exists within the education community. Each generation builds upon the strengths of its predecessors in order to secure a better future for those who follow.

The work of developing and implementing the State English language arts standards finds its origins in many past efforts. The contributions of countless educators are astounding and inspiring. It is now for our generation to harvest the best of the past, to incorporate our best insights based on current research, and to restate our mission for future learners.

I wish to recognize each individual team member and the hundreds of reactors who contributed to the writing of this important document. We must be mindful of the many weeks and iterations of background research, discussions, drafting, reflective analysis, debating, and ultimate resolution that have been invested in this document. No words of gratitude can ever do justice to the quality of work or the commitment found within this document.

Now, the work rests with us. Our current and future students depend on us. Let us go forth and touch the future together.



# INTRODUCTION

A high-quality English language arts program is essential for all students. It provides a foundation for intelligent and precise thinking. English language arts should also provide every student with the opportunity to choose among a full range of future career paths and to contribute to society as an informed citizen. To be a responsible and productive member of today's society a student needs to have a broad, connected, and useful knowledge of English language arts.

The *North Dakota English Language Arts Content and Achievement Standards* document provides a framework for the language skills and knowledge that students in grades K-12 are expected to attain. Based on its predecessor, the 1997 *North Dakota English Language Arts Content Standards*, this document includes standards and benchmarks and defines levels of achievement at each grade level. In addition to referencing previous state content standards, these current state standards reference national documents as well as standards documents from other states.

The standards in this document provide clear, concise, and measurable expectations for all students. The standards set targets and expectations for what teachers need to teach and students need to learn by the end of each grade level. Parents, community members, and state and local policy makers play an integral part in helping students attain these expectations. This document is a useful resource for school districts as they align their English language arts curriculum to meet mandatory state assessments, especially in reading, that are aligned to these content and achievement standards.

The standards focus on essential content for all students. Maintaining high expectations for all students is a component of equity in education. "All students" include those with diverse cultural backgrounds, limited English proficiency, or disabilities; those who have high intellectual ability; and those from advantaged or disadvantaged socioeconomic backgrounds. It includes students, who, after high school, choose to enter the workforce, pursue technical career preparation, or attend college.

This document is organized around a core of fundamental English language arts standards for all students in the State of North Dakota. Grade level expectations are identified for every classroom, North Dakota English Language Arts Content and Achievement Standards

kindergarten through senior high school. These statements reflect what every student should know and be able to do at the end of each specified grade

## *Definitions and Document Components*

The *North Dakota English Language Arts Content and Achievement Standards* document contains the following organizational components:

- **Content standard:** A description of what students should know and be able to do within English language arts.
- **Topic:** A category within a content standard that associates or aids in the organization of related benchmark expectations and that may carry across grade levels.
- **Grade-level benchmark expectation:** A translation of a standard into what students should know and be able to do at specified grade levels. It is a statement that clearly specifies and itemizes the content of a standard at a specific grade level. When found within a benchmark, "i.e." means "these specific items," and "e.g." means "for example." Grade level expectations are benchmarked to indicate a higher level of knowledge and skills as the student progresses through the curriculum.
- **Achievement standard:** A description of what a student knows and can do to demonstrate a level of achievement on a content standard. Descriptors for achievement are set at four levels and are defined as follows:
  - **Advanced Proficient:** Demonstrates exemplary understanding or skill and exceeds expected level of performance.
  - **Proficient:** Demonstrates understanding or skill and meets expected level of performance.

- **Partially Proficient:** Demonstrates an emerging or developing level of understanding and performance.
- **Novice:** Attempt made; however, lack of understanding and performance is evident.

#### State Content Standards Format

Each content standard is presented according the following format.

- **Heading.** A standard is introduced by an overall page heading that identifies the standard's number within the subject and a short descriptive title (e.g., “*Standard 2: Students engage in the reading process.*”)
- **Content Standards Description.** The standard is defined succinctly in terms of students' expected knowledge or skill (e.g., “*Students engage in the reading process.*”)
- **Numbering.** Each standard conforms to the following prescribed numbering system.
  1. **Standard.** A standard is identified uniquely by a prescribed two-digit nomenclature (e.g., “2.3”). The first digit refers to the grade level (e.g., *grade 2*). The second digit refers to the standard's listing within the subject (e.g., *the third standard*).
  2. **Grade-level benchmark expectation.** A benchmark expectation is identified uniquely by a prescribed three-digit nomenclature (e.g., “2.3.1”). The first digit refers to the grade level (e.g., *grade 2*). The second digit refers to the standard's listing within the subject (e.g., *the third standard*). The third digit refers to the benchmark's listing within the standard (e.g., *the first benchmark within the third standard*).
  3. **Topics.** Since topics only organize benchmark expectations within a standard and identify no specific knowledge or skill, topics will carry no uniquely identifiable number.

#### State Achievement Standards Format

State achievement standards have been developed for all content standards. An achievement standard is a description of what a student knows and can do to demonstrate a level of achievement on a content standard.

Achievement standards guide one's interpretation regarding “how well a student demonstrates knowledge or skill within a content standard.” As such, achievement standards aid in defining performance and in establishing “grading” parameters. Achievement standards identify four categories or levels of student achievement: (1) *novice*, (2) *partially proficient*, (3) *proficient*, and (4) *advanced*. The *proficient* and *advanced* levels represent how well a student should demonstrate achievement within English language arts at a particular grade level.

All State assessments will report overall student achievement, school achievement, district achievement, and statewide achievement in terms of the four achievement levels.

The State achievement descriptors express the characteristics of each of the four achievement levels for all content standards. In many instances, achievement descriptors are presented for individual benchmark expectations. In some instances, where benchmark expectations show a closer association to each other, achievement descriptors are presented for the entire topic.

To develop an achievement standard, the writing team first identified the focus of student performance for that benchmark. The focus of performance reflects the nature of the benchmark. A focus of performance might be related to the degree of error in the performance, the speed or fluency of the performance, the variety of examples provided, the quality of the performance, the significance of details provided, or the consistency of the performance. For example, the focus of performance for benchmarks that require students to explain a concept, principle, or generalization generally might be expressed through the significance of details or the degree of error. For consistency, writers used a limited set of descriptors for each focus to describe the levels of performance (i.e., advanced, proficient, partially proficient, novice). For example, for the “quality” focus, descriptors for the four levels included insightful, relevant, obvious, and irrelevant, respectively.

Teachers in a school or district should come to consensus on the meaning of these terms, perhaps through professional dialogue and examination of student work. Teachers also will need to help students understand what is meant by these terms by providing examples of student work at each performance level.

#### *State Standards and Local Curriculum Development*

State content standards broadly define what a student should know and be able to do. State content standards become the basis upon which local school districts define their local curriculum. School districts choose those instructional materials and practices that will ensure a rich English language arts curriculum for all students. And clear content standards define all that will be assessed at a grade level. Quality education begins with and springs from challenging content standards.

English language arts instruction should reflect what both educational research and best practice reveal about the teaching and learning of English language arts. It should include hands-on experiences, student inquiry, and integrated and regular use of appropriate technologies. Computers and other forms of electronic information technology are now standard tools for research, writing, mass communications, and problem solving in science, business and industry, government, and practical affairs.

The teaching of research and computer/technology skills should be the shared responsibility of teachers of all disciplines. Readers should reference the State's *Library and Technology Content Standards*, among other sources, in order to ensure a well-rounded English language arts curriculum.

#### *Integrating English Language Arts Standards Across the Curriculum*

Individuals encounter English language arts in a wide variety of settings in daily living. English language arts engage the physical sciences, the social sciences, the arts, mathematics, technology, and most other disciplines. Accordingly, the instruction of English language arts should be integrated throughout the curriculum and not be restricted to the instruction that occurs during the confines of an English language arts course. English language arts define foundational skills and content that touch on a wide variety of other disciplines.

In the development of a school's overall curriculum, attention should be given to ensure that content linkages are designed across disciplines. Students will optimize their learning whenever direct connections are made within the wider curriculum.

#### *Personalizing Education: Differentiated Instruction and Alternate Assessment*

All students are to be taught to the State's challenging standards. This is a fundamental principle to ensure that every student will be offered a comparable and equitable opportunity for a quality education. In the course of instruction, it is appropriate to personalize or differentiate instruction for some students based on their individual programming. All students should be introduced to the content, including the language or vocabulary inherent in the standards. Students should be allowed to explore new or unique expressions of the standards that better allow them access to the breadth and depth of the standards. Students should be encouraged to internalize and rearticulate the standards in a manner that advances each student's appreciation, integration, and generalization of the standards' meaning. Students should understand that their education is an ongoing, rich exploration and incorporation of the standards.

In the course of instruction of students with significant cognitive disabilities, it will be appropriate, indeed necessary, to personalize or differentiate instruction to meet their unique needs. Teachers, other support staff, and parents of a student with a significant cognitive disability may, within the context of an individualized education program (IEP) team, determine it necessary to interpret a standard to meet the needs of the learner. Educators might consider what a given grade level benchmark expectation would look like for a given student with a significant disability. Most highly qualified special educators will realize that patterns and algebra, for example, can be taught, but with different teaching strategies and modified expectations. Any such instructional strategies and modified expectations should be referenced within the student's individualized education program. The North Dakota Alternate Assessment for students with significant cognitive disabilities will accept and incorporate appropriate expectation modifications as an element of the student's standards-based Alternate Assessment. As a matter of policy, no State content or achievement standards document may develop, reference, or otherwise encourage modified benchmark expectations that alter, in any manner, the breadth or depth of the

State's challenging standards. The differentiation of any instruction is limited solely to a local individualized education program team and allowed only for students with significant cognitive disabilities. Educators and parents are encouraged to consult the State's guidance on the development of a student's individualized education program. Refer to the following website for additional information concerning the development of individualized education programs: <http://www.dpi.state.nd.us/speced/guide/iep/index.shtm>

## SUMMARY OF STATE STANDARDS

**Standard 1:** Students engage in the research process.

**Standard 2:** Students engage in the reading process.

**Standard 3:** Students engage in the writing process.

**Standard 4:** Students engage in the speaking and listening process.

**Standard 5:** Students understand media.

**Standard 6:** Students understand and use principles of language.

# **North Dakota English Language Arts Content and Achievement Standards**

Grades K-12

## Standard 1: Students engage in the research process

Standard 1: Students engage in the research process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
<b>PLANNING RESEARCH</b> K.1.1. Choose questions and ideas related to a topic of study	Students choose thought-provoking topics that are relevant given time and resource constraints.	Students choose topics that are relevant given time and resource constraints.	Students choose topics that may not be relevant given either time or resource constraints.	Students choose topics that are irrelevant given time and resource constraints.
<b>ORGANIZING INFORMATION</b> K.1.2. Use developmentally appropriate reference tools to gather information e.g., picture dictionary, ABC chart, nonfiction books	Students use an extensive variety of appropriate reference tools.	Students use a variety of appropriate reference tools.	Students use some appropriate reference tools.	Students use few appropriate reference tools.
<b>Grade 1</b>				
<b>PLANNING RESEARCH</b> 1.1.1. Choose a research topic	Students choose thought provoking research topics that are relevant given time and resource constraints.	Students choose research topics that are relevant given time and resource constraints.	Students choose research topics that may be relevant given either time or resource constraints.	Students choose research topics that are irrelevant given both time and resource constraints.
1.1.2. Formulate questions related to a topic of study	Students discuss questions that are insightful and highly relevant to the topic of study.	Students discuss questions that are relevant to the topic of study.	Students discuss questions that may not be directly relevant to the topic.	Students have difficulty generating questions to discuss about the topic.
<b>ORGANIZING INFORMATION</b> 1.1.3. Locate and gather information from a variety of print and technological resources	Students locate and gather information from an extensive variety of resources.	Students locate and gather information from a variety of resources.	Students locate and gather information from some resources.	Students locate and gather information from few resources.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>PRESENTING INFORMATION</b></p> <p>1.1.4. Share items and/or information related to a topic</p> <p><b>EVALUATION</b></p> <p>1.1.5. Use self-assessment tools to evaluate presentation e.g., checklist, pictorial (smiley/sad face)</p>	<p>Students explain relevant information as well as subtle details related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with few if any errors.</p>	<p>Students explain relevant information related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with no significant errors.</p>	<p>Students explain some relevant items and/or information related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with a few significant errors.</p>	<p>Students explain irrelevant information related to a topic.</p> <p>Students use self-assessment tools to evaluate presentations, with many significant errors.</p>
<b>Grade 2</b>				
<p><b>PLANNING RESEARCH</b></p> <p>2.1.1. Choose a research topic</p> <p>2.1.2. List questions related to a topic of study</p> <p><b>ORGANIZING INFORMATION</b></p> <p>2.1.3. Use a variety of reference tools to access information i.e., tables of contents, dictionaries, and Internet</p> <p><b>PRESENTING INFORMATION</b></p> <p>2.1.4. Report on a topic orally or in written format</p>	<p>Students choose thought-provoking research topics that are relevant given time and resource constraints.</p> <p>Students list questions that are insightful and highly relevant to the topic of study.</p> <p>Students use an extensive variety of reference tools.</p> <p>Students use sophisticated organizational patterns and skills.</p> <p>Students are highly effective at presenting oral information.</p>	<p>Students choose research topics that are relevant given time and resource constraints.</p> <p>Students list questions that are relevant to the topic of study.</p> <p>Students use an extensive variety of reference tools.</p> <p>Students use effective organizational patterns and skills.</p> <p>Students are effective at presenting oral information.</p>	<p>Students choose research topics that may be relevant given either time or resource constraints.</p> <p>Students list some questions that may be relevant to the topic.</p> <p>Students use some effective reference tools.</p> <p>Students use moderately effective organizational patterns and skills.</p> <p>Students are moderately effective at presenting oral information.</p>	<p>Students choose research topics that are irrelevant given both time and resource constraints.</p> <p>Students list questions that are irrelevant to the topic.</p> <p>Students use ineffective reference tools.</p> <p>Students use ineffective organizational patterns and skills.</p> <p>Students are ineffective at presenting oral information.</p>

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>EVALUATION</b>				
2.1.5. Use self-assessment tools to evaluate presentation e.g., checklist, rubric, pictorial	Students use self-assessment tools to evaluate presentations, with few if any errors.	Students use self-assessment tools to evaluate presentations, with no significant errors.	Students use self-assessment tools to evaluate presentations, with a few significant errors.	Students use self-assessment tools to evaluate presentations, with many significant errors.
<b>Grade 3</b>				
<b>PLANNING RESEARCH</b>				
3.1.1. Select a research topic in a specific area of a study	Students choose thought-provoking research topics that are reasonable given time and resource constraints.	Students choose research topics that are reasonable given time and resource constraints.	Students choose research topics that may not be reasonable given either time or resource constraints.	Students choose research topics that are unreasonable given both time and resource constraints.
3.1.2. Generate questions about a research topic	Students generate questions that are insightful and highly relevant to the topic of study.	Students generate questions that are relevant to the topic of study.	Students generate questions that may not be directly relevant to the topic.	Students generate questions that are marginally relevant to the topic.
3.1.3. Develop a plan for researching a topic in a specific area of study	Students develop a research plan that is exhaustive and efficient.	Students develop a research plan that is thorough and practicable.	Students develop a research plan, but it is either not thorough or not practicable.	Students develop a research plan that is incomplete and not practicable.
<b>ACCESSING INFORMATION</b>				
3.1.4. Use relevant resource materials to access information e.g., dictionaries, encyclopedias, videos, interviews, cassette recordings, Internet	Students make insightful selections of resource materials.	Students select relevant resource materials.	Students select some relevant resource materials.	Students select resource materials that are marginally relevant to their research.
<b>EVALUATING RESEARCH INFORMATION</b>				
3.1.5. Identify accurate information related to a selected research topic or project	Students always locate essential supporting information in sources.	Students consistently locate essential supporting information in sources.	Students sometimes locate essential supporting information in sources.	Students rarely locate essential supporting information in sources.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>ORGANIZING RESEARCH INFORMATION</b></p> <p>3.1.6. Use note-taking strategies to organize information</p> <p>3.1.7. Develop and record information gathered e.g., reports, brochures, posters</p>	<p>Students always use note-taking strategies to gather and record information.</p>	<p>Students consistently use note-taking strategies to gather and record information.</p>	<p>Students sometimes use note-taking strategies to gather and record information.</p>	<p>Students rarely use note-taking strategies to gather and record information.</p>
<p><b>PRESENTATION AND EVALUATION</b></p> <p>3.1.8. Assess research process and presentation based on certain criteria discussed through conferences with peers and/or teachers</p> <p>3.1.9. Evaluate a research process and presentation using a rubric</p>	<p>Students assess all aspects of the research process.</p> <p>Students make few if any errors when using a rubric to evaluate a research product.</p>	<p>Students assess all significant aspects of the research process.</p> <p>Students make no significant errors when using a rubric to evaluate a research product.</p>	<p>Students assess some significant aspects of the research process.</p> <p>Students make a few significant errors when using a rubric to evaluate research product.</p>	<p>Students assess very few significant aspects of the research process.</p> <p>Students make many significant errors when using a rubric to evaluate a research product.</p>
<b>Grade 4</b>				
<p><b>PLANNING RESEARCH</b></p> <p>4.1.1. Organize a research topic or issue in a specific area of study using a research strategy</p>	<p>Students develop a sophisticated organizational framework that addresses all significant issues and many relevant details of their research topic.</p>	<p>Students develop an appropriate organizational framework to address all the significant issues related to their research topic.</p>	<p>Students develop an organizational framework, but it is either inappropriate or addresses only some of the significant issues related to their research topic.</p>	<p>Students develop an organizational framework, but it is inappropriate and addresses only some of the significant issues related to their research topic.</p>
<p><b>ACCESSING INFORMATION</b></p> <p>4.1.2. Use relevant resource materials to access information e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interview, cassette recordings, Internet</p>	<p>Students make insightful selections of resource materials.</p>	<p>Students select relevant resource materials.</p>	<p>Students select some relevant resource materials.</p>	<p>Students select marginally relevant resource materials.</p>
<p><b>EVALUATING RESEARCH INFORMATION</b></p> <p>4.1.3. Use criteria to evaluate the accuracy of information e.g., factual vs. fictional text</p>	<p>Students identify accurate and relevant information with few if any errors.</p>	<p>Students identify accurate and relevant information with no significant errors.</p>	<p>Students identify accurate and relevant information with a few significant errors.</p>	<p>Students identify accurate and relevant information with many significant errors.</p>

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>ORGANIZING RESEARCH INFORMATION</b>				
4.1.4. Use note-taking strategies to organize information	Students always use note-taking strategies.	Students consistently use note-taking strategies.	Students sometimes use note-taking strategies.	Students rarely use note-taking strategies.
4.1.5. Compose basic research reports or presentations	Students use an extensive variety of graphic organizers to compose reports and presentations.	Students use a variety of graphic organizers to compose reports and presentations.	Students use some diverse graphic organizers to compose reports and presentations.	Students use very few graphic organizers to compose reports and presentations.
<b>PRESENTATION AND EVALUATION</b>				
4.1.6. Assess research process and presentation using information discussed in peer and/or teacher conferences	Students assess all aspects of the research process.	Students assess all significant aspects of the research process.	Students assess some significant aspects of the research process.	Students assess very few significant aspects of the research process.
4.1.7. Evaluate a research process and presentation using a rubric based on certain criteria	Students use a rubric accurately and precisely to evaluate a research product.	Students use a rubric accurately to evaluate a research product.	Students use a rubric with a few inaccuracies to evaluate a research product.	Students use a rubric with many inaccuracies to evaluate a research product.
<b>Grade 5</b>				
<b>PLANNING RESEARCH</b>				
5.1.1. Generate connections between issues, texts, and topics of interest	Students always identify issues or topics of interest.	Students consistently identify issues or topics of interest.	Students sometimes identify issues or topics of interest.	Students rarely identify issues or topics of interest.
5.1.2. Plan and use a research strategy	Students follow a well-thought out research strategy that is appropriate, given time and resource constraints.	Students follow a research strategy that is appropriate, given time and resource constraints.	Students follow a research strategy that is questionably appropriate, given time and resource constraints.	Students follow a research strategy that is inappropriate, given time and resource constraints.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>ACCESSING INFORMATION</b></p> <p>5.1.3. Use relevant resource materials to access information e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, electronic databases, Internet</p>	Students make insightful selections of resource materials.	Students select relevant resource materials.	Students select some relevant resource materials.	Students select marginally relevant resource materials.
<p><b>EVALUATING RESEARCH INFORMATION</b></p> <p>5.1.4. Use criteria to evaluate the accuracy of information e.g., factual vs. fictional text, persuasive vs. informational</p>	Students identify accurate and relevant information with few if any errors.	Students identify accurate and relevant information with no significant errors.	Students identify accurate and relevant information with a few significant errors.	Students identify accurate and relevant information with many significant errors.
<p><b>ORGANIZING RESEARCH INFORMATION</b></p> <p>5.1.5. Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information sources</p> <p>5.1.6. Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources</p>	Students always use note-taking strategies.	Students consistently use note-taking strategies.	Students sometimes use note-taking strategies.	Students rarely use note-taking strategies.
<p><b>PRESENTATION AND EVALUATION</b></p> <p>5.1.7. Assess research process and presentation by conferencing with peers and/or teacher</p> <p>5.1.8. Evaluate a research process and presentation using a rubric based on set criteria</p>	Students assess all aspects of the research process.	Students assess all significant aspects of the research process.	Students assess some significant aspects of the research process.	Students assess very few significant aspects of the research process.
	Students use a rubric accurately and precisely to evaluate a research product.	Students use a rubric accurately to evaluate a research product.	Students use a rubric with a few inaccuracies to evaluate a research product.	Students use a rubric with many inaccuracies to evaluate a research product.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 6</b>				
<b>PLANNING RESEARCH</b>				
6.1.1. Pose relevant research questions	Students always pose relevant research questions.	Students consistently pose relevant research questions.	Students sometimes pose relevant research questions.	Students rarely pose relevant research questions.
<b>ACCESSING INFORMATION</b>				
6.1.2. Use sources that are appropriate for the research purpose	Students always select resources that are appropriate to the research purpose.	Students consistently select resources that are appropriate to the research purpose.	Students sometimes select resources that are appropriate to the research purpose.	Students rarely select resources that are appropriate to the research purpose.
<b>EVALUATING RESEARCH INFORMATION</b>				
6.1.3. Differentiate between accurate and inaccurate information	Students differentiate between accurate and inaccurate information, with few if any errors.	Students differentiate between accurate and inaccurate information, with no significant errors.	Students differentiate between accurate and inaccurate information, with few significant errors.	Students differentiate between accurate and inaccurate information, with many significant errors.
<b>ORGANIZING RESEARCH INFORMATION</b>				
6.1.4. Use information from several sources	Students present information from an extensive variety of sources.	Students present information from a variety of sources.	Students present information from some sources.	Students present information from very few sources.
<b>PRESENTATION</b>				
6.1.5. Write a research report	Students use appropriate methods to write a research report with few if any errors.	Students use appropriate methods to write a research report with no significant errors.	Students use inappropriate methods to write a research report with a few significant or many minor errors.	Students use inappropriate methods to write a research report with many significant errors.
<b>EVALUATING THE RESEARCH PROCESS</b>				
6.1.6. Assess research process	Students evaluate the research process and a research product with few if any errors.	Students evaluate the research process and a research product with no significant errors.	Students evaluate the research process and a research product with a few significant or many minor errors.	Students evaluate the research process and a research product with many significant errors.
6.1.7. Evaluate a research product using a rubric				

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 7</b>				
<b>PLANNING RESEARCH</b>				
7.1.1. Generate and evaluate questions relevant to research topic	Students always evaluate their own research questions for relevance.	Students consistently evaluate their own research questions for relevance.	Students sometimes evaluate their own research questions for relevance.	Students rarely evaluate their own research questions for relevance.
<b>ACCESSING INFORMATION</b>				
7.1.2. Use a variety of sources, such as computer catalogs, magazines, and newspapers, to access information	Students use an extensive variety of sources.	Students use a variety of sources.	Students use some sources.	Students use very few sources.
<b>EVALUATING RESEARCH INFORMATION</b>				
7.1.3. Question the accuracy and relevance of information	Students always question the accuracy and relevance of information.	Students consistently question the accuracy and relevance of information.	Students sometimes question the accuracy and relevance of information.	Students rarely question the accuracy and relevance of information.
<b>ORGANIZING RESEARCH INFORMATION</b>				
7.1.4. Organize research information	Students use multiple appropriate and efficient methods to organize information.	Students use an appropriate and efficient method to organize information.	Students use either inappropriate or inefficient methods to organize information.	Students use both inappropriate and inefficient methods to organize information.
7.1.5. Present research findings, including information and evidence from a variety of sources	Students present information from an extensive variety of sources.	Students present information from a variety of sources.	Students present information from some sources.	Students present information from very few sources.
7.1.6. Arrange sources in bibliographical format	Students arrange sources in bibliographical format with few if any errors	Students arrange sources in bibliographical format with no significant errors.	Students arrange sources in bibliographical format with a few significant errors.	Students arrange sources in bibliographical format with many significant errors.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PRESENTATION</b>				
7.1.7. Write a research report using a thesis statement	Students write a research report using a thesis statement with few if any errors.	Students write a research report using a thesis statement with no significant errors.	Students write a research report using a thesis statement with a few significant or many minor errors.	Students write a research report using a thesis statement with many significant errors.
<b>EVALUATE THE RESEARCH</b>				
7.1.8. Evaluate the research process	Students evaluate the research process and a research product with few if any errors.	Students evaluate the research process and a research product with no significant errors.	Students evaluate the research process and a research product with a few significant or many minor errors.	Students evaluate the research process and a research product with many significant errors.
7.1.9. Evaluate a research product using a rubric				
<b>Grade 8</b>				
<b>PLANNING RESEARCH</b>				
8.1.1. Use questions to narrow research topic	Students form insightful questions to narrow a research topic.	Students form relevant questions to narrow a research topic.	Students form questions that may not be directly relevant or do not help narrow a research topic.	Students form questions that are irrelevant and do not help narrow a research topic.
<b>ACCESSING INFORMATION</b>				
8.1.2. Use a variety of primary and/or secondary sources to access information i.e., computer catalogs, magazines, newspapers, and primary sources	Students use an extensive variety of sources.	Students use a variety of sources.	Students use some sources.	Students use very few sources.
<b>EVALUATING RESEARCH INFORMATION</b>				
8.1.3. Evaluate sources that present different perspectives e.g., by identifying sources of bias and distinguishing between primary and secondary sources	Students almost always examine sources that present different perspectives.	Students consistently examine sources that present different perspectives.	Students sometimes examine sources that present different perspectives.	Students rarely examine sources that present different perspectives.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>ORGANIZING AND PRESENTING RESEARCH INFORMATION</b>				
8.1.4. Use information from multiple sources when presenting research findings to defined audiences	Students present research findings from an extensive variety of sources in a manner appropriate to the defined audience.	Students present research findings from a variety of sources in a manner appropriate to the defined audience.	Students present research findings from some sources in a manner appropriate to the defined audience.	Students present research findings from very few sources in a manner appropriate to the defined audience.
<b>PRESENTATION</b>				
8.1.5. Write a research report using a thesis	Students write a research report using a thesis with few if any errors.	Students write a research report using a thesis with no significant errors.	Students write a research report using a thesis with a few significant or many minor errors.	Students write a research report using a thesis with many significant errors.
<b>EVALUATE THE RESEARCH</b>				
8.1.6. Evaluate the research process	Students evaluate the research process and a research product with few if any errors.	Students evaluate the research process and a research product with no significant errors.	Students evaluate the research process and a research product with a few significant or many minor errors.	Students evaluate the research process and a research product with many significant errors.
8.1.7. Evaluate a research product using a rubric				
<b>Grade 9</b>				
<b>RESEARCH PLANNING</b>				
9.1.1. Choose a broad topic, state the problem or question	Students choose thought-provoking topics and articulate an insightful problem statement or question.	Students choose relevant topics and articulate a problem statement or question.	Students choose a topic, but articulate a problem statement or question that may not be directly relevant to the topic.	Students choose irrelevant topics and have difficulty generating a problem statement or question relevant to the topic.
9.1.2. Formulate a preliminary thesis statement	Students formulate a relevant and insightful preliminary thesis statement.	Students formulate a relevant preliminary thesis statement.	Students formulate a preliminary thesis statement that is either implausible or irrelevant.	Students formulate a preliminary thesis statement that is both implausible and irrelevant.
<b>ACCESSING INFORMATION</b>				
<i>No benchmark expectations at this level</i>				

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>EVALUATING RESEARCH INFORMATION</b>				
9.1.3 Cross-reference information	Students always cross-reference information.	Students consistently cross-reference information.	Students sometimes cross-reference information.	Students rarely cross-reference information.
9.1.4. Evaluate relevancy of information	Students always evaluate the relevancy of information.	Students consistently evaluate the relevancy of information.	Students sometimes evaluate the relevancy of information.	Students rarely evaluate the relevancy of information.
<b>ORGANIZING RESEARCH INFORMATION</b>				
9.1.5. Organize information from a variety of sources e.g., chronological	Students use multiple appropriate and efficient methods to organize information from a variety of sources.	Students use an appropriate and efficient method to organize information from a variety of sources.	Students use either an inappropriate or inefficient method to organize information from a variety of sources.	Students use both an inappropriate and inefficient method to organize information from a variety of sources.
9.1.6 Summarize information	Students address the significant information and some subtleties in their summary.	Students address the significant information in their summary.	Students address some significant information in their summary.	Students address very little significant information in their summary.
9.1.7. Identify and avoid plagiarism	Students always use appropriate methods to avoid plagiarism.	Students consistently use appropriate methods to avoid plagiarism.	Students sometimes use appropriate methods to avoid plagiarism.	Students rarely use appropriate methods to avoid plagiarism.
9.1.8. Use primary and secondary sources	Students use an extensive variety of secondary sources and some primary sources.	Students use a variety of secondary sources and a primary source.	Students use some secondary sources.	Students use very few secondary sources.
9.1.9 Use graphic organizer	Students use an extensive variety of graphic organizers.	Students use a variety of graphic organizers.	Students use some variety of graphic organizers.	Students use very few graphic organizers.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>PRESENTATION</b></p> <p>9.1.10 Write research papers and presentations using a thesis and organized information</p>	Students write research papers and presentations that are organized and use a thesis with few if any errors.	Students write research reports and presentations that are organized and use a thesis with no significant errors.	Students write research reports and presentations with a few significant or many minor errors.	Students write research reports and presentations with many significant errors.
<p><b>EVALUATING THE RESEARCH PROCESS</b></p> <p><i>No benchmark expectations at this level</i></p>				
<b>Grade 10</b>				
<p><b>RESEARCH PLANNING</b></p> <p>10.1.1. Form questions to focus research</p>	Students form insightful questions to focus research.	Students form relevant questions to focus research.	Students form questions that may not be either directly relevant or do not help to focus research.	Students form questions that are both irrelevant and do not help to focus research.
<p><b>ACCESSING INFORMATION</b></p> <p>10.1.2. Know ways to effectively search electronic databases e.g., defining key terms and using limiters to focus a search</p>	Students know an extensive variety of ways to effectively search electronic databases.	Students know a variety of ways to effectively search electronic databases.	Students know some ways to search electronic databases.	Students know very few ways to search electronic databases.
<p>10.1.3. Gather reliable information to support a thesis</p>	Students gather an extensive variety of reliable information that appropriately supports a thesis.	Students gather reliable information that appropriately supports a thesis.	Students gather information that is unreliable or does not support a thesis.	Students gather information that is unreliable and does not support a thesis.
<p><b>EVALUATING RESEARCH INFORMATION</b></p> <p>10.1.4. Use relevant information</p>	Students always use relevant information.	Students consistently use relevant information.	Students sometimes use irrelevant information.	Students rarely use relevant information.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>ORGANIZING AND PRESENTING RESEARCH INFORMATION</b>				
10.1.5. Organize information from a variety of sources into a unified whole	Students effectively and creatively organize information from an extensive variety of sources into a unified whole.	Students effectively organize information from a variety of sources into a unified whole.	Students organize information from some sources into a unified whole.	Students ineffectively organize information.
10.1.6. Use a style sheet, such as MLA or APA, for citing primary and secondary sources	Students use a style sheet for citing primary and secondary sources with few if any minor errors.	Students use a style sheet for citing primary and secondary sources with no significant errors.	Students use a style sheet for citing primary and secondary sources with a few significant or many minor errors.	Students use a style sheet for citing primary and secondary sources with many significant errors.
10.1.7. Paraphrase information	Students address significant information and some subtleties when they paraphrase information.	Students address significant information when they paraphrase information.	Students address some significant information when they paraphrase information.	Students address very little significant information when they paraphrase information.
10.1.8. Use note cards	Students always use note cards effectively.	Students consistently use note cards effectively.	Students sometimes use note cards ineffectively.	Students rarely use note cards effectively.
10.1.9. Develop an outline	Students develop an outline that effectively organizes an extensive variety of information and ideas.	Students develop an outline that effectively organizes a variety of information and ideas.	Students develop an outline that either ineffectively organizes information or that organizes a limited amount of information.	Students develop an outline that ineffectively organizes a limited amount of information.
<b>PRESENTATION</b>				
10.1.10. Write a research paper	Students use appropriate methods to write a research paper with few if any errors.	Students use appropriate methods to write a research paper with no significant errors.	Students use inappropriate methods to write a research paper with a few significant or many minor errors.	Students use inappropriate methods to write a research paper with many significant errors.
10.1.11. Present research information e.g., informative speech, Computer-assisted presentation, video presentation	Students effectively present research information with few if any errors.	Students effectively present research information with no significant errors.	Students present research information either ineffectively or with a few significant errors.	Students present research information both ineffectively and with many significant errors.

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 11</b>				
<b>RESEARCH PLANNING</b>				
11.1.1. Research topics independently using appropriate sources	Students research complex topics independently using an extensive variety of appropriate sources.	Students research topics independently using a variety of appropriate sources.	Students research topics with some teacher assistance or with only some appropriate sources.	Students research topics with teacher assistance and with very few appropriate sources.
<b>ACCESSING INFORMATION</b>				
11.1.2. Evaluate and incorporate information from primary sources e.g., interviews and surveys	Students effectively and consistently evaluate and incorporate information from primary sources.	Students consistently evaluate and incorporate information from primary sources.	Students sometimes evaluate and incorporate information from primary sources.	Students rarely evaluate and incorporate information from primary sources.
<b>EVALUATING RESEARCH INFORMATION</b>				
11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise	Students evaluate information based on many significant aspects of reliability, validity, comprehensiveness, author's bias, and author's expertise.	Students evaluate information based on the most significant aspects of reliability, validity, comprehensiveness, author's bias, and author's expertise.	Students evaluate information based on some of the significant aspects of reliability, validity, comprehensiveness, author's bias, and author's expertise.	Students evaluate information based on very few aspects of reliability, validity, comprehensiveness, author's bias, and author's expertise.
11.1.4. Verify the quality, accuracy, and usefulness of information	Students always verify the quality, accuracy, and usefulness of information.	Students consistently verify the quality, accuracy, and usefulness of information.	Students sometimes verify the quality, accuracy, and usefulness of information.	Students rarely verify the quality, accuracy, and usefulness of information.
<b>ORGANIZING RESEARCH INFORMATION</b>				
11.1.5. Synthesize information in a logical sequence	Students synthesize all information in a logical sequence.	Students synthesize all significant information in a logical sequence.	Students synthesize some significant information in a logical sequence.	Students synthesize information in an illogical sequence.

Standard 1: Students engage in the research process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>11.1.6. Use quotations effectively</p> <p>PRESENTATION</p> <p><i>No benchmark expectations at this level</i></p> <p>EVALUATING RESEARCH PROCESS</p>	Students use all quotations effectively.	Students use most quotations effectively.	Students use some quotations effectively.	Students use very few quotations effectively.
<p>11.1.7. Evaluate the research process and develop strategies for improving it e.g., correct use of research format, accuracy of research, organization of information and use of sources</p>	Students insightfully evaluate the research process and develop appropriate strategies for improving it.	Students effectively evaluate the research process and develop appropriate strategies for improving it.	Students either superficially evaluate or develop appropriate strategies for improving it.	Students have difficulty both evaluating the research process and developing appropriate strategies for improving it.
<b>Grade 12</b>				
<p>RESEARCH PLANNING</p> <p>12.1.1. Plan a research strategy</p> <p>12.1.2. Determine purpose e.g., inform, persuade</p> <p>12.1.3. Develop a research question</p>	Students plan a research strategy and research questions that are effective, ambitious, and appropriate given resource constraints and purpose.	Students plan a research strategy and research questions that are appropriate given resource constraints and purpose.	Students plan a research strategy and research questions that are either inappropriate or ineffective given resource constraints and purpose.	Students plan a research strategy and research questions that are both inappropriate and ineffective given resource constraints and purpose.
<p>ACCESSING INFORMATION</p> <p><i>No benchmark expectations at this level</i></p>				

**Standard 1: Students engage in the research process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>ORGANIZING RESEARCH INFORMATION</p> <p>12.1.4. Defend research paper or project</p>	<p>Students thoughtfully defend research paper or project with ease.</p>	<p>Students defend research paper or project with minimal difficulty.</p>	<p>Students defend research paper or project with difficulty.</p>	<p>Students defend research paper or project with great difficulty.</p>
<p>PRESENTATION</p> <p><i>No benchmark expectations at this level</i></p>				
<p>EVALUATING RESEARCH PROCESS</p> <p>12.1.5. Evaluate the research process and apply strategies to a variety of writing purposes e.g., correct use of research format, accuracy of research, organization of information and use of sources</p>	<p>Students evaluate their research process with insight and apply research strategies appropriate to an extensive variety of purposes.</p>	<p>Students evaluate their research process effectively and apply research strategies appropriate to a variety of purposes.</p>	<p>Students evaluate their research process somewhat effectively and apply research strategies appropriate to some purposes.</p>	<p>Students evaluate their research process ineffectively and/or cannot apply research strategies for even a limited number of purposes.</p>

## Standard 2: Students engage in the reading process

Standard 2: Students engage in the reading process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
LITERARY/INFORMATIONAL GENRES				
K.2.1. Recognize a variety of genres i.e., fiction, nonfiction, fairy tales, poetry, and nursery rhymes	Students recognize texts of an extensive variety of genres.	Students recognize texts of a variety of genres.	Students recognize texts of some genres.	Students recognize texts of very few genres.
K.2.2. Identify the elements of a fiction text i.e., character, setting, events, and ending	Students identify the elements of a fiction text with few if any minor errors.	Students identify the elements of a fiction text with no significant errors.	Students identify the elements of a fiction text with a few significant errors.	Students identify the elements of a fiction text with many significant errors.
K.2.3. Demonstrate book handling knowledge i.e., locate front of book, beginning and end of sentence and story	Students always handle books in the correct manner.	Students consistently handle books in the correct manner.	Students sometimes handle books in the correct manner.	Students rarely handle books in the correct manner.
K.2.4. Demonstrate early reading behaviors i.e., one-to-one match, directionality, locating letters and words, upper and lowercase letters, periods, and question marks, using authentic texts	Students always demonstrate early reading behaviors.	Students consistently demonstrate early reading behaviors.	Students sometimes demonstrate early reading behaviors.	Students rarely demonstrate early reading behaviors.
K.2.5. Differentiate between fiction and non-fiction text features	Students describe the characteristics of fiction materials with few if any minor errors.	Students describe the characteristics of fiction materials with no significant errors.	Students describe characteristics of fiction materials with a few significant errors.	Students describe the characteristics of fiction materials with many significant errors.
K.2.6. Recognize various types of nonfiction books i.e., newspapers, magazines, picture dictionaries, and other developmentally appropriate reference materials	Students describe the characteristics of non-fiction materials with few if any minor errors.	Students describe the characteristics of non-fiction materials with no significant errors.	Students describe the characteristics of non-fiction materials with a few significant errors.	Students describe the characteristics of non-fiction materials with many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PHONOLOGICAL/PHONEMIC AWARENESS</b>				
K.2.7. Identify and manipulate individual phonemes (sounds) in a one syllable word (distinguishing initial and final consonant sounds and vowel sounds) /h/-/a/-/t/	Students identify and manipulate sounds in words with ease and accuracy.	Students identify and manipulate sounds in words with minimal difficulty and no significant errors.	Students identify and manipulate sounds in words with difficulty and a few significant or many minor errors.	Students identify and manipulate sounds in words with great difficulty and many significant errors.
K.2.8. Blend individual phonemes to make a one syllable word	Students blend the separate sounds in a word with ease and accuracy.	Students blend the separate sounds in a word with minimal difficulty and no significant errors.	Students blend the separate sounds in a word with difficulty and a few significant or many minor errors.	Students blend the separate sounds in a word with great difficulty and many significant errors.
K.2.9. Separate a one syllable word into its parts, onset and rime	Students separate one syllable words into their parts with ease and accuracy.	Students separate one syllable words into their parts with minimal difficulty and no significant errors.	Students separate one syllable words into their parts with difficulty and a few significant or many minor errors.	Students separate one syllable words into their parts with great difficulty and many significant errors.
K.2.10. Identify and create rhyming words	Students identify and create rhyming words with ease and accuracy.	Students identify and create rhyming words with minimal difficulty and no significant errors.	Students identify and create rhyming words with difficulty and a few significant or many minor errors.	Students identify and create rhyming words with great difficulty and many significant errors.
K.2.11. Know that words make up sentences and syllables make up words	Students always demonstrate an understanding that words make up sentences and syllables make up words.	Students consistently demonstrate an understanding that words make up sentences and syllables make up words.	Students occasionally demonstrate an understanding that words make up sentences and syllables make up words.	Students rarely demonstrate an understanding that words make up sentences and syllables make up words.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PHONICS/WORD RECOGNITION</b>				
K.2.12. Recognize the relationship between letters and their sounds	Students identify the relationship between letters and their sounds with ease and accuracy, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with minimal difficulty and no significant errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with difficulty and a few significant or many minor errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with great difficulty and many significant errors, including sounds for all letters in isolation.
K.2.13. State sounds for all letters in isolation	Students identify the relationship between letters and their sounds with ease and accuracy, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with minimal difficulty and no significant errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with difficulty and a few significant or many minor errors, including sounds for all letters in isolation.	Students identify the relationship between letters and their sounds with great difficulty and many significant errors, including sounds for all letters in isolation.
K.2.14. Know that letters go together to make words	Students always demonstrate a clear understanding that letters go together to make words.	Students consistently demonstrate a clear understanding that letters go together to make words, with no significant misconceptions.	Students occasionally demonstrate an understanding that letters go together to make words.	Students rarely demonstrate an understanding that letters go together to make words.
K.2.15. Use knowledge of phonics to decode words	Students use knowledge of phonics to decode words with ease and accuracy.	Students use knowledge of phonics to decode words with minimal difficulty and no significant errors.	Students use knowledge of phonics to decode words with difficulty and a few significant errors or many minor errors.	Students use knowledge of phonics to decode words with great difficulty and many significant errors.
K.2.16. Identify and name upper and lower case letters	Students identify upper and lower case letters with ease and accuracy.	Students identify upper and lower case letters with minimal difficulty and no significant errors.	Students identify upper and lower case letters with difficulty and with a few significant errors or many minor errors.	Students identify upper and lower case letters with great difficulty and many significant errors.
<b>COMPREHENSION/READING STRATEGIES FOR MEANING</b>				
K.2.17. Make and confirm/disconfirm predictions about what will happen in a story	Students make insightful predictions and point to explicit and implicit textual support to confirm or disconfirm predictions.	Students make supportable predictions and point to textual evidence that confirms or disconfirms their predictions.	Students make some unsupported predictions or cannot find evidence to confirm/ disconfirm predictions.	Students make unsupported predictions and cannot find evidence to confirm/ disconfirm predictions.
K.2.18. Recall/retell information in sequence	Students retell information in correct sequence and in great detail.	Students retell all significant information in correct sequence.	Students retell the significance information in an incorrect sequence or retell only some information in correct sequence.	Students retell some information, but in an incorrect sequence.

Standard 2: Students engage in the reading process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
K.2.19. State text-to-self connection	Students consistently make insightful text-to-self connections.	Students consistently make text-to-self connections.	Students sometimes make text-to-self connections.	Students rarely make text-to-self connections.
PURPOSES FOR READING				
K.2.20. Use reading to be informed and/or entertained with shared reading texts e.g., big books, charts, poems, guided reading books	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.
Grade 1				
LITERARY/INFORMATIONAL GENRES				
1.2.1. Read a variety of genres i.e., fiction, folk tales, poetry, and nonfiction-informational	Students read texts of an extensive variety of genres.	Students read texts of a variety of genres.	Students read texts of some genres.	Students read texts of very few genres.
1.2.2. Explain elements of a story i.e., characters, events, setting, and ending	Students explain the elements of a story with few if any errors.	Students explain the elements of a story with no significant errors.	Students explain the elements of a story with a few significant errors.	Students explain the elements of a story with many significant errors.
PHONOLOGICAL/PHONEMIC AWARENESS				
1.2.3. Identify and manipulate individual sounds in words	Students identify and manipulate sounds in words and separate words into parts with ease and accuracy.	Students identify and manipulate sounds in words and separate words into parts with minimal difficulty and no significant errors.	Students identify and manipulate sounds in words and separate words into parts with difficulty and a few significant or many minor errors.	Students identify and manipulate sounds in words and separate words into parts with great difficulty and with many significant errors.
1.2.4. Isolate and say the first, medial, or last sound in a word	Students isolate and say the first, medial, or last sound in a word with ease and accuracy.	Students isolate and say the first, medial, or last sound in a word with minimal difficulty and no significant errors.	Students isolate and say the first, medial, or last sound in a word with difficulty and a few significant or many minor errors.	Students isolate and say the first, medial, or last sound in a word with great difficulty and many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.2.5. Break or separate a word into parts – onset and rime	Students separate a word into parts with ease and accuracy.	Students separate a word into parts with minimal difficulty and no significant errors.	Students separate a word into parts with difficulty and a few significant or many minor errors.	Students separate a word into parts with great difficulty and many significant errors.
1.2.6. Identify and create rhymes	Students identify and create rhymes with ease and accuracy.	Students identify and create rhymes with minimal difficulty and no significant errors.	Students identify and create rhymes with difficulty and a few significant or many minor errors.	Students identify and create rhymes with great difficulty and many significant errors.
<b>PHONICS/WORD RECOGNITION</b>				
1.2.7. Apply knowledge of letter/sound relationship when reading	Students use letter-sound relationships/ phonics to decode words with ease and accuracy.	Students use letter-sound relationships/ phonics to decode words with minimal difficulty and no significant errors.	Students use letter-sound relationships/ phonics to decode words with difficulty and a few significant errors.	Students use letter-sound relationships/ phonics to decode words with great difficulty and many significant errors.
1.2.8. Use knowledge of phonics to decode words				
<b>COMPREHENSION/READING STRATEGIES FOR MEANING</b>				
1.2.9. Make and confirm predictions about what will happen in a story	Students make insightful predictions and point to explicit and implicit textual support to confirm or disconfirm predictions.	Students make supportable predictions and point to textual evidence that confirms or disconfirms predictions.	Students make unsupported predictions or cannot find evidence to confirm/ disconfirm predictions.	Students make unsupported predictions and cannot find evidence to confirm/ disconfirm predictions.
1.2.10. Recall/retell details/events in sequence	Students retell all events and details of a story in correct sequence and with great detail.	Students retell all events and details of a story in correct sequence.	Students retell the events and details of a story in an incorrect sequence or retell only some events and details of a story in the correct sequence.	Students retell some events and details of a story in an incorrect sequence.
1.2.11. Make text-to-self and text-to-text connections	Students always make insightful text-to-self and text-to-text connections when reading.	Students consistently make text-to-self and text-to-text connections when reading.	Students sometimes make text-to-self and text-to-text connections when reading.	Students rarely make text-to-self and text-to-text connections when reading.
1.2.12. Use strategies to monitor comprehension e.g., reread, check picture, think about the story to determine what makes sense	Students use an extensive variety of strategies to monitor reading comprehension.	Students consistently use strategies to monitor reading comprehension.	Students sometimes use strategies to monitor reading comprehension.	Students rarely use strategies to monitor reading comprehension.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.2.13. Locate the main idea and identify supporting details of a text	Students always identify the main idea and supporting details of a text.	Students consistently identify the main idea and supporting details of a text.	Students identify the main idea and a few supporting details of a text.	Students cannot identify the main idea and identify only a few details of a text.
1.2.14. Read a variety of vocabulary embedded in authentic text	Students read a variety of vocabulary embedded in authentic text and environmental print with ease and accuracy.	Students read a variety of vocabulary embedded in authentic text and environmental print with minimal difficulty and no significant errors.	Students read a variety of vocabulary embedded in authentic text and environmental print with difficulty and a few significant errors.	Students read a variety of vocabulary embedded in authentic text and environmental print with great difficulty and many significant errors.
1.2.15. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease, accuracy, and with appropriate phrasing, rate, and expression.	Students read aloud with minimal difficulty, no significant errors, and with appropriate phrasing, rate, and expression.	Students read aloud with difficulty, a few significant errors, and with somewhat appropriate phrasing, rate, and expression.	Students read aloud with great difficulty, many significant errors, and with inappropriate phrasing, rate, and expression.
PURPOSES FOR READING				
1.2.16. Use reading to be informed and/or entertained	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.
<b>Grade 2</b>				
LITERARY/INFORMATIONAL GENRES				
2.2.1. Read a variety of genres i.e., fiction including realistic, fantasy, folktales, and nonfiction including informational, biographies, and autobiographies	Students read an extensive variety of fiction and nonfiction texts.	Students read a variety of fiction and nonfiction texts.	Students read some fiction and nonfiction texts.	Students read few fiction and nonfiction texts.
2.2.2. Describe the elements of a fiction text i.e., setting, characters, events, problem, and resolution/solution	Students describe elements of a particular text with few if any errors.	Students describe elements of a particular text with no significant errors.	Students describe elements of a particular text with few significant errors.	Students describe elements of a particular text with many significant errors.
2.2.3. Describe the features of a non-fiction text i.e., table of contents, index, topic headings, bold-faced words, and glossary	Students describe features of a particular text with few if any errors.	Students describe features of a particular text with no significant errors.	Students describe features of a particular text with a few significant errors.	Students describe features of a particular text with many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>PHONICS/WORD RECOGNITION</b></p> <p>2.2.4. Apply knowledge of letter/sound relationships when reading, including consonant blend and long and short vowel patterns</p> <p>2.2.5. Use knowledge of phonics to decode words with a variety of spelling patterns</p>	<p>Students decode words with ease and accuracy.</p>	<p>Students decode words with minimal difficulty.</p>	<p>Students decode words with difficulty.</p>	<p>Students decode words with great difficulty.</p>
<p><b>COMPREHENSION/READING STRATEGIES FOR MEANING</b></p> <p>2.2.6. Make and confirm/disconfirm predictions about what will happen in longer stories with increasingly complex plots</p> <p>2.2.7. Recall/retell details/events in sequence</p> <p>2.2.8. Relate text-to-self, text-to-text, and text-to-world connections</p> <p>2.2.9. Use strategies to monitor comprehension e.g., reread, read on, check the picture, think about the story to determine what would make sense and sound right.</p> <p>2.2.10. Use strategies to improve comprehension e.g., summarize, fact and opinion, compare and contrast, inferences, drawing conclusions, questioning, clarify</p> <p>2.2.11. Locate the main idea and identify supporting details of a text</p>	<p>Students make insightful predictions and point to explicit and implicit textual support to confirm or disconfirm predictions.</p> <p>Students retell all events and details of a story in correct sequence and with great detail.</p> <p>Students make insightful text-to-self, text-to-text, and text-to-world connections.</p> <p>Students use an extensive variety of strategies to monitor and enhance comprehension.</p> <p>Students always identify the main idea and supporting details of a text.</p>	<p>Students make supportable predictions and point to textual evidence that confirms or disconfirms their predictions.</p> <p>Students retell all events and details in correct sequence.</p> <p>Students consistently make text-to-self, text-to-text, and text-to-world connections.</p> <p>Students consistently use strategies to monitor and enhance comprehension.</p> <p>Students consistently identify the main idea and supporting details of a text.</p>	<p>Students make unsupported predictions or cannot find evidence to confirm/ disconfirm predictions.</p> <p>Students retell events and details, but sequence them incorrectly.</p> <p>Students sometimes make text-to-self, text-to-text, and text-to-world connections.</p> <p>Students sometimes use strategies to monitor and enhance comprehension.</p> <p>Students identify the main idea and a few supporting details of a text.</p>	<p>Students make unsupported predictions and cannot find evidence to confirm/ disconfirm predictions.</p> <p>Students retell some events and details, but not in the correct sequence.</p> <p>Students rarely make text-to-self, text-to-text, and text-to-world connections.</p> <p>Students rarely use strategies to monitor and enhance comprehension.</p> <p>Students cannot identify the main idea and identify only a few details of a text.</p>

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.2.12. Use meaning, syntax, and phonics clues to decode new words when reading	Students always use meaning, syntax, and phonics knowledge to decode new words when reading.	Students consistently use meaning, syntax, and phonics knowledge to decode new words when reading.	Students sometimes use meaning, syntax, and phonics knowledge to decode new words when reading.	Students rarely use meaning, syntax, and phonics knowledge to decode new words when reading.
2.2.13. Read a variety of vocabulary embedded in authentic text	Students read a variety of vocabulary embedded in authentic text with ease and accuracy.	Students read a variety of vocabulary embedded in authentic text with minimal difficulty and no significant errors.	Students read a variety of vocabulary embedded in authentic text with difficulty and a few significant or many minor errors.	Students read a variety of vocabulary embedded in authentic text with great difficulty and many significant errors.
2.2.14. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease and accuracy, and with insightful clarity, rate, and expression.	Students read aloud with minimal difficulty, with appropriate clarity, rate, and expression, and with no significant errors.	Students read aloud with difficulty, with somewhat appropriate clarity, rate, and expression, and a few significant errors.	Students read aloud with great difficulty, with inappropriate clarity, rate, and expression, and many significant errors.
PURPOSES FOR READING				
2.2.15. Use reading to be informed, persuaded, and entertained	Students consistently make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.
<b>Grade 3</b>				
LITERARY/INFORMATION GENRES AND ELEMENTS				
3.2.1. Identify the elements of a fiction text i.e., setting, characters, events, problem, and resolution/solution	Students identify the elements of a fiction text, with few if any errors.	Students identify the elements of a fiction text, with no significant errors.	Students identify the elements of a fiction text, with a few significant errors.	Students identify the elements of a fiction text, with many significant errors.
3.2.2. Identify characteristics of expository text i.e., headings, subheadings, captions, graphics, tables, and conventions of print	Students identify the characteristics of a non-fiction text with few if any errors.	Students identify the characteristics of a non-fiction text with no significant errors.	Students identify the characteristics of a non-fiction text with a few significant errors.	Students identify the characteristics of a non-fiction text with many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
3.2.3. Identify characteristics of multi-cultural texts from various genres i.e., realistic fiction, historical fiction, poetry, folktales, fantasy, fairy tales, plays, and non-fiction	Students always identify characteristics of a variety of genres.	Students consistently identify characteristics of a variety of genres.	Students occasionally identify characteristics of a variety of genres.	Students rarely identify the characteristics of a variety of genres.
3.2.4. Use glossaries, table of contents, and indexes to locate information	Students use text features to locate information with ease.	Students use text features to locate information with minimal difficulty.	Students use text features to locate information with difficulty.	Students use text features to locate information with great difficulty.
<b>WORD RECOGNITION/VOCABULARY</b>				
3.2.5. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text i.e., synonyms/antonyms, prefixes/suffixes, words with multiple meanings, and context clues	Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use some word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words.
3.2.6. Use word reference aids to determine word meaning; e.g., dictionary, thesaurus, and glossary	Students use word reference aids to determine word meaning with ease.	Students use word reference aids to determine word meaning with minimal difficulty.	Students use word reference aids to determine word meaning with difficulty.	Students use word reference aids to determine word meaning with great difficulty.
<b>READING STRATEGIES FOR MEANING</b>				
3.2.7. Use reading strategies to increase and monitor comprehension i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, and visualizing/verbalizing	Students use an extensive variety of effective strategies to monitor and enhance comprehension.	Students use a variety of effective strategies to monitor and enhance comprehension.	Students use some effective strategies to monitor comprehension.	Students use few strategies to monitor comprehension.
3.2.8. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease, accuracy, and expression, with few if any errors.	Students read aloud with minimal difficulty, with appropriate clarity, rate, and expression, and with no significant errors.	Students read aloud with difficulty, with somewhat appropriate clarity, rate, and expression, and a few significant errors.	Students read aloud with great difficulty, with inappropriate clarity, rate, and expression, and many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PURPOSES FOR READING				
3.2.9. Read for a variety of purposes, including to gain information, for enjoyment, and to form an opinion e.g., role-playing, journals, diaries	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.
3.2.10. Reflect on and respond to texts from various genres and cultures	Students give insightful responses to and reflections on various texts.	Students consistently reflect on and respond to various texts.	Students sometimes reflect on and respond to various texts.	Students rarely reflect on and respond to various texts.
<b>Grade 4</b>				
LITERARY/INFORMATION GENRES AND ELEMENTS				
4.2.1. Read a variety of texts i.e., fiction, nonfiction, and multi-cultural	Students read an extensive variety of texts.	Students read a variety of texts.	Students read some diverse texts.	Students read very few texts.
4.2.2. Compare and contrast characteristics of fiction i.e., historical fiction, realistic fiction, short stories, poetry, and tall tales	Students compare and contrast characteristics of different types of fiction in creative ways.	Students compare and contrast characteristics of different types of fiction in reasonable ways.	Students compare and contrast some characteristics of different types of fiction in obvious ways.	Students have difficulty comparing and contrasting characteristics of different types of fiction.
4.2.3. Compare and contrast texts i.e., fiction to fiction, fiction to nonfiction, and nonfiction to nonfiction	Students compare and contrast genres in creative ways.	Students compare and contrast genres effectively.	Students sometimes compare and contrast genres effectively.	Students have difficulty comparing and contrasting genres.
4.2.4. Determine the elements of a fiction text i.e., setting, characters, development, rising action, events, problems, and resolution/solution	Students identify the essential elements of a fiction text with few if any errors and with detail.	Students identify the essential elements of a fiction text with no significant errors.	Students identify the essential elements of a fiction text with a few significant errors.	Students identify the essential elements of a fiction text with many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>4.2.5. Determine characteristics of non-fiction text i.e., headings, subheadings, captions, graphics, tables, and conventions of print</p> <p>WORD RECOGNITION/VOCABULARY</p>	Students identify the essential characteristics of a non-fiction text with few if any errors and with detail.	Students identify the essential characteristics of a non-fiction text with no significant errors.	Students identify the essential characteristics of a non-fiction text with a few significant errors.	Students identify the essential characteristics of a non-fiction text with many significant errors.
<p>4.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text i.e., synonyms/antonyms, homonyms, prefixes/suffixes, words with multiple meanings, and context clues</p>	Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use some diverse word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words.
<p>4.2.7. Use reference resources to determine word meaning i.e., dictionary, glossary, and thesaurus</p> <p>READING STRATEGIES FOR MEANING</p>	Students use reference resources to determine word meaning with ease.	Students use reference resources to determine word meaning with minimal difficulty.	Students use reference resources to determine word meaning with difficulty.	Students use reference resources to determine word meaning with great difficulty.
<p>4.2.8. Use a variety of text comprehension strategies to improve and monitor understanding i.e., building background with connections, main idea/details, fact/opinion, predicting, inferring, questioning, synthesizing, summarizing, analyzing, and visualizing/verbalizing</p>	Students use an extensive variety of strategies to monitor and enhance comprehension.	Students use a variety of effective strategies to monitor and enhance comprehension.	Students use some effective strategies to monitor comprehension.	Students use few or ineffective strategies to monitor comprehension.
<p>4.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy</p> <p>PURPOSES FOR READING</p>	Students read aloud with ease, accuracy, and expression with few if any errors.	Students read aloud with minimal difficulty with appropriate clarity, rate, and expression, with no significant errors.	Students read aloud with difficulty with somewhat appropriate clarity, rate, and expression, with few significant errors.	Students read aloud with great difficulty with inappropriate clarity, rate, and expression, with many significant errors.
<p>4.2.10. Use reading to be informed, entertained, and persuaded e.g., role-playing, journals, diaries</p>	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
4.2.11. Reflect on and respond to texts from various genres and cultures	Students give insightful responses to and reflections on various texts.	Students consistently reflect on and respond to various texts.	Students sometimes reflect on and respond to various texts.	Students rarely reflect on and respond to various texts.
<b>Grade 5</b>				
<b>LITERARY/INFORMATIONAL GENRES AND ELEMENTS</b>				
5.2.1. Read a variety of texts i.e., fiction, nonfiction, and multicultural	Students read an extensive variety of texts.	Students read a variety of texts.	Students read some variety of texts.	Students read few texts.
5.2.2. Analyze the elements of a fiction text i.e., setting, characters, events, problems, resolution/solution, and universal themes	Students insightfully analyze fiction texts.	Students effectively analyze fiction texts.	Students superficially analyze fiction texts.	Students have difficulty performing analyses of fiction texts.
5.2.3. Analyze characteristics of non-fiction text i.e., headings, subheadings, captions, graphics, tables, and conventions of print	Students insightfully analyze the characteristics of a non-fiction text.	Students effectively analyze the characteristics of a non-fiction text.	Students superficially understand the characteristics of a non-fiction text.	Students have difficulty analyzing the characteristics of a non-fiction text.
5.2.4. Compare and contrast characteristics of a variety of fiction genres i.e., mysteries, poetry, legends, novels, historical fiction, science fiction, myths, plays, and fables	Students compare and contrast an extensive variety of fiction genres in creative ways.	Students compare and contrast a variety of fiction genres in substantive ways.	Students compare and contrast a variety of fiction genres in obvious ways.	Students have difficulty comparing and contrasting a variety of fiction genres.
5.2.5. Compare and contrast characteristics of a variety of nonfiction genres i.e., biography, autobiography, memoir, informational articles, editorials, and essays	Students compare and contrast an extensive variety of nonfiction genres in creative ways.	Students compare and contrast a variety of nonfiction genres in substantive ways.	Students compare and contrast a variety of nonfiction genres in obvious ways.	Students have difficulty comparing and contrasting a variety of nonfiction genres.
<b>WORD RECOGNITION/VOCABULARY</b>				
5.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, and context clues	Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use some variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words.	Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>5.2.7. Use word reference resources to determine word meaning i.e., dictionary, thesaurus, and Greek/Latin root histories</p> <p>READING STRATEGIES FOR MEANING</p> <p>5.2.8. Use a variety of text comprehension strategies to improve and monitor understanding i.e., building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, and analyzing</p> <p>5.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy</p> <p>PURPOSES FOR READING</p> <p>5.2.10. Use reading to be informed, entertained, and persuaded e.g., role-playing, journals, essays</p> <p>5.2.11. Reflect on and respond to texts from various genres and cultures</p>	<p>Students use word reference resources to determine word meaning with ease.</p> <p>Students use an extensive variety of strategies to monitor and enhance comprehension.</p>	<p>Students use word reference resources to determine word meaning with minimal difficulty.</p> <p>Students use a variety of strategies to monitor and enhance comprehension.</p>	<p>Students use word reference resources to determine word meaning with difficulty.</p> <p>Students use some variety of strategies to monitor comprehension.</p>	<p>Students use word reference resources to determine word meaning with great difficulty.</p> <p>Students use few strategies to monitor comprehension.</p>
<b>Grade 6</b>				
<p>LITERARY AND INFORMATIONAL GENRES</p> <p>6.2.1. Identify characteristics of a variety of fiction genres e.g., short stories, mysteries, poetry, fables, myths</p>	<p>Students identify the characteristics of an extensive variety of fiction genres with few if any errors.</p>	<p>Students identify the characteristics of a variety of fiction genres with no significant errors.</p>	<p>Students identify the characteristics of a variety of fiction genres with a few significant errors.</p>	<p>Students identify the characteristics of a variety of fiction genres with many significant errors.</p>

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>6.2.2. Identify characteristics of a variety of nonfiction genres</p> <p>WORD RECOGNITION/VOCABULARY</p>	<p>Students identify the characteristics of an extensive variety of non-fiction genres with few if any minor errors.</p>	<p>Students identify the characteristics of a variety of non-fiction genres with no significant errors.</p>	<p>Students identify the characteristics of a variety of non-fiction genres with a few significant errors.</p>	<p>Students identify the characteristics of a variety of non-fiction genres with many significant errors.</p>
<p>6.2.3. Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, and word reference aids – dictionary, glossary, thesaurus, base words</p> <p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p>	<p>Students use an extensive variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.</p>	<p>Students use a variety of word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.</p>	<p>Students use some word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.</p>	<p>Students use very few word recognition strategies and reference aids to determine the meaning of unfamiliar words and enhance comprehension.</p>
<p>6.2.4. Use graphic organizers and summarizing to enhance comprehension</p>	<p>Students use an extensive variety of text comprehension strategies.</p>	<p>Students use a variety of text comprehension strategies.</p>	<p>Students use some text comprehension strategies.</p>	<p>Students use very few text comprehension strategies.</p>
<p>6.2.5. Use prior knowledge and experiences to aid text comprehension</p> <p>PURPOSES FOR READING</p>	<p>Students always use prior knowledge and experience to enhance text comprehension.</p>	<p>Students consistently use prior knowledge and experience to enhance text comprehension.</p>	<p>Students sometimes use prior knowledge and experience to enhance text comprehension.</p>	<p>Students rarely use prior knowledge and experience to enhance text comprehension.</p>
<p>6.2.6. Read to be informed, entertained, and persuaded</p>	<p>Students read for an extensive variety of purposes.</p>	<p>Students read for a variety of purposes</p>	<p>Students read for some purposes.</p>	<p>Students read for very few purposes.</p>
<p>6.2.7. Read to develop life-long reading skills and habits</p>				

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
6.2.8. Identify literary elements, including plot, setting, characters, conflict, resolution, dialogue, and flashback	Students identify literary elements with few if any errors.	Students identify literary elements with no significant errors.	Students identify literary elements with a few significant errors.	Students identify literary elements with many significant errors.
6.2.9. Identify figurative language, including personification, simile, metaphor	Students identify figurative language with few if any errors.	Students identify figurative language with no significant errors.	Students identify figurative language with a few significant errors.	Students identify figurative language with many significant errors.
<b>Grade 7</b>				
<b>LITERARY AND INFORMATIONAL GENRES</b>				
7.2.1. Differentiate characteristics of fiction and nonfiction genres	Students differentiate characteristics of fiction and nonfiction with few if any minor errors.	Students differentiate characteristics of fiction and nonfiction with no significant errors.	Students differentiate characteristics of fiction and nonfiction with a few significant errors.	Students differentiate characteristics of fiction and nonfiction with many significant errors.
<b>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</b>				
7.2.2. Use graphic organizers, summarizing, paraphrasing, and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts	Students always use an extensive variety of reading strategies to enhance comprehension.	Students consistently use a variety of reading strategies to enhance comprehension.	Students sometimes use some reading strategies to enhance comprehension.	Students use very few reading strategies to enhance comprehension.
7.2.3. Generate and revise predictions to aid comprehension and understanding of the meaning of texts	Students always use prediction strategies to enhance comprehension.	Students consistently use prediction strategies to enhance comprehension.	Students sometimes use prediction strategies to enhance comprehension.	Students rarely use prediction strategies to enhance comprehension.
7.2.4. Use prior knowledge and experiences to aid text comprehension	Students always use prior knowledge and experience to aid comprehension.	Students consistently use prior knowledge and experiences to aid comprehension.	Students sometimes use prior knowledge and experiences to aid comprehension.	Students rarely use prior knowledge and experiences to aid comprehension.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PURPOSES FOR READING</b>				
7.2.5. Read to be informed, entertained, and persuaded	Students read for an extensive variety of purposes.	Students read for a variety of purposes.	Students read for some purposes.	Students read for very few purposes.
7.2.6. Read to develop life-long reading skills and habits				
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
7.2.7. Identify literary elements i.e., foreshadowing, point of view, plot development, protagonist, antagonist, and theme	Students identify literary elements with few if any minor errors.	Students identify literary elements with no significant errors.	Students identify literary elements with a few significant errors.	Students identify literary elements with many significant errors.
7.2.8. Locate figurative language in literary texts i.e., personification, simile, metaphor, and hyperbole	Students identify figurative language with few if any minor errors.	Students identify figurative language with no significant errors.	Students identify figurative language with a few significant or many minor errors.	Students identify figurative language with many significant errors.
7.2.9. Identify sound devices in literary texts i.e., alliteration, onomatopoeia, rhyme, repetition, and rhythm	Students identify sound devices with few if any minor errors.	Students identify sound devices with no significant errors.	Students identify sound devices with a few significant errors.	Students identify sound devices with many significant errors.
7.2.10. Explain the relationships between literature and historical periods, cultures, and society	Students make insightful connections between literature and historical periods, cultures, and society.	Students make substantive connections between literature and historical periods, cultures, and society.	Students make obvious connections between literature and historical periods, cultures, and society.	Students have difficulty making connections between literature and historical periods, cultures, and society.
<b>VOCABULARY</b>				
7.2.11. Use vocabulary building skills and strategies e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus, to determine the meaning of unfamiliar words and make sense of text	Students use an extensive variety of vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.	Students use a variety of vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.	Students use some vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.	Students use very few vocabulary building skills and strategies to determine the meaning of unfamiliar words and make sense of text.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 8</b>				
<b>LITERARY AND INFORMATIONAL GENRES</b>				
8.2.1. Compare or contrast characteristics of fiction and nonfiction genres	Students compare and contrast characteristics of a variety of fiction and nonfiction with few if any minor errors.	Students compare and contrast characteristics of a variety of fiction and nonfiction with no significant errors.	Students compare or contrast characteristics of a variety of fiction and nonfiction with a few significant errors.	Students compare or contrast characteristics of a variety of fiction and nonfiction with many significant errors.
<b>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</b>				
8.2.2. Use prior knowledge and experiences to aid text comprehension	Students always use prior knowledge and experiences to enhance text comprehension.	Students consistently use prior knowledge and experiences to enhance text comprehension.	Students sometimes use prior knowledge and experiences to enhance text comprehension.	Students rarely use prior knowledge and experiences to enhance text comprehension.
8.2.3. Use a variety of strategies to construct meaning from text e.g., vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, discussing	Students use an extensive variety of strategies to construct meaning from texts.	Students use a variety of strategies to construct meaning from texts.	Students use some strategies to construct meaning from texts.	Students use very few strategies to construct meaning from texts.
<b>PURPOSES FOR READING</b>				
8.2.4. Read for a variety of purposes to develop lifetime reading skills and habits, e.g., for personal recreation, to model forms of writing	Students almost always read for different purposes.	Students consistently read for different purposes.	Students occasionally read for different purposes.	Students rarely read for different purposes.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
8.2.5. Identify theme, protagonist, antagonist, and dialect in literary texts	Students identify theme, protagonist, antagonist, and dialect in literary texts, with few if any errors.	Students identify theme, protagonist, antagonist, and dialect in literary texts, with no significant errors.	Students identify theme, protagonist, antagonist, and dialect in literary texts, with a few significant errors.	Students identify theme, protagonist, antagonist, and dialect in literary texts, with many significant errors.
8.2.6. Identify figurative language in literary texts including personification, simile, metaphor, and hyperbole	Students identify figurative language with few if any minor errors.	Students identify figurative language with no significant errors.	Students identify figurative language with a few significant errors.	Students identify figurative language with many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
8.2.7. Make connections between literature and historical period, culture, and society	Students make insightful connections between literature and historical periods, cultures, and society.	Students make substantive connections between literature and historical periods, cultures, and society.	Students make obvious connections between literature and historical periods, cultures, and society.	Students have difficulty making connections between literature and historical periods, cultures, and society.
8.2.8. Explain the uses of sound devices in literary texts, including alliteration, onomatopoeia, rhyme, repetition, and rhythm	Students show insight when explaining the uses and effects of sound devices in literature.	Students show substantive thought when explaining the uses and effects of sound devices in literature.	Students show superficial thought when explaining the uses and effects of sound devices in literature.	Students have difficulty explaining the uses and effects of sound devices in literature.
<b>VOCABULARY</b>				
8.2.9. Use vocabulary building skills and strategies e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus, to determine the meaning of unfamiliar words and make sense of text	Students use an extensive variety of grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.	Students use a variety of grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.	Students use some diverse grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.	Students use very few grade-appropriate vocabulary building skills and strategies to determine the meaning of unfamiliar words and to make sense of text.
8.2.10. Build vocabulary e.g., Greek and Latin roots, dictionary information, content area terminology	Students always build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.	Students consistently build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.	Students sometimes build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.	Students rarely build vocabulary by applying knowledge of word roots, information from dictionaries, and terminology from the content areas.
<b>Grade 9</b>				
<b>LITERARY GENRES</b>				
9.2.1. Identify characteristics of a variety of fiction genres i.e., novels, short stories, plays, and poetry	Students consistently identify and describe in detail characteristics of an extensive variety of genres.	Students consistently identify the characteristics of a variety of genres.	Students sometimes identify the characteristics of some genres.	Students rarely identify the characteristics of very few genres.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>9.2.2. Identify the organizational features of fiction, drama, and poetry i.e., stanza, act, scene, chapter, verse, and article</p> <p>INFORMATIONAL GENRES</p>	Students always identify the organizational features of fiction, drama, and poetry with no errors.	Students consistently identify the organizational features of fiction, drama, and poetry with no significant errors.	Students sometimes identify the organizational features of fiction, drama, and poetry with a few significant or many minor errors.	Students rarely identify the organizational features of fiction, drama, and poetry with many significant errors.
<p>9.2.3. Differentiate between a variety of nonfiction genres i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches</p> <p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p>	Students differentiate between characteristics of an extensive variety of nonfiction genres.	Students differentiate between the characteristics of a variety of nonfiction genres.	Students differentiate between the characteristics of some nonfiction genres.	Students differentiate between the characteristics of very few nonfiction genres.
<p>9.2.4. Identify persuasive writing</p>	Students identify persuasive writing with few if any errors.	Students identify persuasive writing with a few significant errors.	Students identify persuasive writing with some significant errors or many minor errors.	Students identify persuasive writing with many significant errors.
<p>9.2.5. Locate redundancies in written texts to clarify meaning</p>	Students locate significant and subtle redundancies in written texts to clarify meaning.	Students locate the significant redundancies in written texts to clarify meaning.	Students locate some of the significant redundancies in written texts to clarify meaning.	Students locate very few redundancies in written texts to clarify meaning.
<p>9.2.6. Demonstrate oral reading fluency</p>	Students read aloud with ease, accuracy, and appropriate expression.	Students read aloud with minimal difficulty, no significant errors, and appropriate expression.	Students read aloud with difficulty, many minor errors, and somewhat appropriate expression.	Students read aloud with great difficulty, many significant errors, and inappropriate expression.
<p>9.2.7. Access prior knowledge to interpret meaning</p> <p>PURPOSES FOR READING</p>	Students always access prior knowledge to interpret meaning.	Students consistently access prior knowledge to interpret meaning.	Students sometimes access prior knowledge to interpret meaning.	Students rarely access prior knowledge to interpret meaning.
<p>9.2.8. Read for a variety of purposes and intents e.g., to become life-long readers, to model forms of writing</p>	Students read for an extensive variety of purposes and intents.	Students read for a variety of purposes and intents.	Students read for some diverse purposes and intents.	Students read for very few purposes and intents.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
9.2.9. Identify character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, point of view	Students identify literary elements with few if any errors.	Students identify literary elements with no significant errors.	Students identify literary elements with a few significant or many minor errors.	Students identify literary elements with many significant errors.
9.2.10. Analyze an author's use of literary techniques and devices i.e., mood, foreshadowing, flashbacks, dialogue, and poetic license	Students insightfully analyze the author's use of literary techniques and devices and provide extensive textual support for their analysis	Students effectively analyze the author's use of literary techniques and devices and provide sufficient textual support for their analysis.	Students somewhat effectively analyze the author's use of literary techniques and devices and provide minimal textual support for their analysis.	Students ineffectively analyze the author's use of literary techniques and devices and provide little, if any, textual support for their analysis.
9.2.11. Identify universal themes	Students identify an extensive variety of universal themes.	Students identify a variety of universal themes.	Students identify some universal themes.	Students identify very few universal themes.
9.2.12. Explain ways in which the setting affects the development of a story	Students insightfully analyze the way in which setting affects the development of a story and point to textual support.	Students accurately analyze the way in which setting affects the development of a story and point to textual support.	Students analyze the way in which setting affects the development of a story but cannot find support.	Students fail to analyze the way in which setting affects the development of a story.
9.2.13. Analyze author's use of literary techniques and devices i.e., foreshadowing and flashbacks	Students insightfully analyze the author's use of literary techniques and devices and point to textual support.	Students accurately perform a credible analysis of the author's use of literary techniques and devices and point to textual support.	Students analyze the author's use of literary techniques and devices but cannot find support.	Students fail to analyze the author's use of literary techniques and devices.
<b>VOCABULARY</b>				
9.2.14. Use decoding/encoding, connotation, and denotation	Students decode/ encode and interpret connotative and denotative meaning with ease and accuracy.	Students decode/ encode and interpret connotative and denotative meaning with minimal difficulty and no significant errors.	Students decode/ encode and interpret connotative and denotative meaning with difficulty and a few significant or many minor errors.	Students decode/ encode and interpret connotative and denotative meaning with great difficulty and many significant errors.

Standard 2: Students engage in the reading process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9.2.15. Build vocabulary by reading a variety of grade-level texts and applying new vocabulary	Students incorporate new words into their reading vocabulary with ease.	Students incorporate new words into their reading vocabulary with minimal difficulty.	Students incorporate new words into their reading vocabulary with difficulty.	Students incorporate new words into their reading vocabulary with great difficulty.
<b>Grade 10</b>				
LITERARY GENRES				
<i>No benchmark expectations at this level</i>				
INFORMATIONAL GENRES				
10.2.1. Summarize information from nonfiction genres	Students address the significant information and some subtleties in a summary of nonfiction text.	Students address the significant information in a summary of nonfiction text.	Students address some significant information in a summary of nonfiction text.	Students address very little or no significant information in a summary of nonfiction text.
VOCABULARY				
<i>No benchmark expectations at this level</i>				
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
10.2.2. Identify techniques used in persuasive writing i.e., deductive reasoning and use of fact and opinion	Students identify techniques used in persuasive writing with few if any errors.	Students identify techniques used in persuasive writing with some minor errors.	Students identify techniques used in persuasive writing with some significant or many minor errors.	Students identify techniques used in persuasive writing with many significant errors.
PURPOSES FOR READING				
10.2.3. Read for a variety of purposes and intents e.g., to become life-long readers, to model forms of writing	Students read texts for an extensive variety of purposes and intents.	Students read texts for a variety of purposes and intents.	Students read texts for some purposes and intents.	Students read texts for very few purposes and intents.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
10.2.4. Identify author's use of figurative language including allusion, imagery, and symbolism	Students identify author's use of figurative language with few if any errors.	Students identify author's use of figurative language with no significant errors.	Students identify author's use of figurative language with a few significant or many minor errors.	Students identify author's use of figurative language with many significant errors.
10.2.5. Analyze literary elements i.e., character, setting, plot, stanza, act, scene, chapter, verse, article, fiction, nonfiction, and point of view	Students make an insightful analysis of literary elements and point to textual support for the analysis.	Students make a reasonable analysis of literary elements and point to textual support for the analysis.	Students make either an implausible analysis of literary elements or cannot find support for the analysis.	Students make both an implausible and unsupported analysis of literary elements.
10.2.6. Analyze author's use of mood	Students insightfully analyze author's use of mood and point to textual support for the analysis.	Students analyze author's use of mood and point to textual support for the analysis.	Students either ineffectively analyze author's use of mood or cannot find support for the analysis.	Students ineffectively analyze the author's use of mood without support.
10.2.7. Apply universal themes to real life situations	Students make insightful connections between universal themes and real life situations.	Students make meaningful connections between universal themes and real life situations.	Students make implausible connections between universal themes and real life situations or make connections with difficulty.	Students make implausible connections between universal themes and real life situations and make connections with great difficulty.
<b>Grade 11</b>				
<b>LITERARY GENRES</b>				
11.2.1. Identify characteristics of literary forms and genres i.e., parody	Students identify characteristics of an extensive variety of literary forms and genres, including parody with few if any errors.	Students identify characteristics of a variety of literary forms and genres, including parody with no significant errors.	Students identify characteristics of a variety of literary forms and genres, including parody with a few significant or many minor errors.	Students identify characteristics of a variety of literary forms and genres, including parody with many significant errors.
11.2.2. Analyze religious writing, biographies, and political writings	Students insightfully analyze religious writing, biographies, and political writings.	Students reasonably analyze religious writing, biographies, and political writings.	Students superficially analyze religious writing, biographies, and political writings.	Students have difficulty analyzing religious writing, biographies, and political writings.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
INFORMATIONAL GENRES				
11.2.3. Analyze details, facts, and concepts from nonfiction genres	Students insightfully analyze the significant and some subtle details, facts, and concepts from nonfiction genres.	Students reasonably analyze the significant details, facts, and concepts from nonfiction genres.	Students either superficially analyze the significant details, facts, and concepts from nonfiction genres or analyze only some details, facts, and concepts.	Students have difficulty analyzing details, facts, and concepts from nonfiction genres or analyze very few details, facts, and concepts.
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS				
11.2.4. Identify techniques used in persuasive writing including inductive reasoning and propaganda	Students identify techniques used in persuasive writing with few if any minor errors.	Students identify techniques used in persuasive writing with no significant errors.	Students identify techniques used in persuasive writing with a few significant or many minor errors.	Students identify techniques used in persuasive writing with many significant errors.
11.2.5. Locate ambiguities in written text	Students locate the significant and some subtle ambiguities in written texts.	Students locate most of the significant ambiguities in written texts.	Students locate some of the significant ambiguities in written texts.	Students locate very few ambiguities in written texts.
11.2.6. Apply prior knowledge of content to interpret meaning of text	Students insightfully apply prior knowledge when interpreting meaning of text.	Students effectively apply prior knowledge when interpreting meaning of text.	Students superficially apply prior knowledge when interpreting meaning of text.	Students have difficulty applying prior knowledge when interpreting meaning of text.
PURPOSES FOR READING				
11.2.7. Read for a variety of purposes and intents e.g., to become life-long readers, to model forms of writing	Students read texts for an extensive variety of purposes and intents.	Students read texts for a variety of purposes and intents.	Students read texts for some diverse purposes and intents.	Students read texts for very few purposes and intents.
LITERARY ELEMENTS AND TECHNIQUES				
11.2.8. Analyze author's use of poetic license and dialogue	Students insightfully analyze author's use of poetic license and dialogue.	Students provide a substantive analysis of author's use of poetic license and dialogue.	Students superficially analyze author's use of poetic license and dialogue.	Students have difficulty analyzing author's use of poetic license and dialogue.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>11.2.9. Evaluate literature based on social, cultural, and/or historical contexts</p> <p>VOCABULARY</p> <p>11.2.10. Use etymology to define words</p>	<p>Students insightfully evaluate literature based on social, cultural, and/or historical contexts.</p> <p>Students use etymology to define words with accuracy.</p>	<p>Students provide a substantive evaluation of literature based on social, cultural, and/or historical contexts.</p> <p>Students use etymology to define words with no significant error.</p>	<p>Students superficially evaluate literature based on social, cultural, and/or historical contexts.</p> <p>Students use etymology to define words with a few significant or many minor errors.</p>	<p>Students have difficulty evaluating literature based on social, cultural, and/or historical contexts.</p> <p>Students use etymology to define words with many significant errors.</p>
<b>Grade 12</b>				
LITERARY GENRES				
<p>12.2.1. Identify satire and allegory</p> <p>INFORMATIONAL GENRES</p> <p>12.2.2. Critique details, facts, and concepts from nonfiction genres</p> <p>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</p> <p>12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language</p>	<p>Students identify satire and allegory with few if any minor errors.</p> <p>Students insightfully critique details, facts, and concepts from nonfiction genres.</p> <p>Students identify and interpret techniques used in persuasive writing with few if any minor errors.</p>	<p>Students identify satire and allegory with few significant errors.</p> <p>Students effectively critique details, facts, and concepts from nonfiction genres.</p> <p>Students identify techniques used in persuasive writing with few if any significant errors.</p>	<p>Students identify satire and allegory with a few significant errors.</p> <p>Students provide a superficial critique of details, facts, and concepts from nonfiction genres.</p> <p>Students identify techniques used in persuasive writing with a few significant or many minor errors.</p>	<p>Students identify satire and allegory with many significant errors.</p> <p>Students have difficulty critiquing details, facts, and concepts from nonfiction genres.</p> <p>Students identify techniques used in persuasive writing with many significant errors.</p>

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PURPOSES FOR READING				
12.2.4. Read for a variety of purposes and intents e.g., to become life-long readers, to model forms of writing	Students read texts for an extensive variety of purposes and intents.	Students read texts for a variety of purposes and intents.	Students read texts for some purposes and intents.	Students read texts for very few purposes and intents.
LITERARY ELEMENTS AND TECHNIQUES				
12.2.5. Interpret author's use of figurative language including allusion, imagery, and symbolism	Students insightfully interpret author's use of figurative language.	Students effectively interpret author's use of figurative language.	Students interpret author's use of figurative language in obvious ways.	Students have difficulty interpreting author's use of figurative language.
12.2.6. Interpret author's use of syntax and word choice/diction	Students insightfully interpret author's use of syntax and word choice/diction.	Students effectively interpret author's use of syntax and word choice/diction.	Students interpret author's use of syntax and word choice/diction in obvious ways.	Students have difficulty interpreting author's use of syntax and word choice/diction.
12.2.7. Critique literary merit of a work of literature	Students insightfully critique the literary merit of a work of literature.	Students effectively critique the literary merit of a work of literature.	Students superficially critique the literary merit of a work of literature.	Students have difficulty critiquing the literary merit of a work of literature.
VOCABULARY				
12.2.8. Use technical language/jargon to decipher meaning	Students use technical language/jargon to decipher meaning with few if any errors.	Students use technical language/jargon to decipher meaning with no significant errors.	Students use technical language/jargon to decipher meaning with a few significant or many minor errors.	Students use technical language/jargon to decipher meaning with many significant errors.

### Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
<b>PREWRITING</b>				
K.3.1. Identify audience and purposes for writing	Students identify an audience and purpose for writing with ease.	Students identify an audience and purpose for writing with minimal difficulty.	Students identify an audience and purpose for writing with difficulty.	Students identify an audience for writing with great difficulty.
K.3.2. Discuss ideas drawn from personal experience	Students discuss an extensive variety of ideas drawn from personal experience.	Students discuss a variety of ideas drawn from personal experience.	Students discuss some ideas drawn from personal experience.	Students discuss very few ideas drawn from personal experience.
K.3.3. Use developmentally appropriate tools for prewriting e.g., ABC chart, word walls, environmental print	Students always select appropriate tools and strategies needed for prewriting.	Students consistently select appropriate tools and strategies needed for prewriting.	Students sometimes select appropriate tools and strategies needed for prewriting.	Students rarely select appropriate tools and strategies needed for prewriting.
<b>DRAFTING</b>				
K.3.4. Write from left to right	Students always write from left to right.	Students consistently write from left to right.	Students sometimes write from left to right.	Students rarely write from left to right.
K.3.5. Use consonant sounds at beginnings and ends of words	Students use consonant sounds at the beginnings and ends of words with no errors.	Students use consonant sounds at beginnings and endings of words with no significant errors.	Students use consonant sounds at the beginnings and ends of words with a few significant or many minor errors.	Students use consonant sounds at the beginnings and ends of words with many significant errors.
K.3.6. Use some easy-to-hear vowels	Students use easy-to-hear vowels in writing with no errors.	Students use easy-to-hear vowels in writing with no significant errors.	Students use easy-to-hear vowels in writing with a few significant or many minor errors.	Students use easy-to-hear vowels in writing with many significant errors.
K.3.7. Use spaces to separate words	Students always use spaces to separate words.	Students consistently use spaces to separate words.	Students sometimes use spaces to separate words.	Students rarely use spaces to separate words.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
K.3.8. Incorporate developmentally appropriate vocabulary in writing	Students incorporate developmentally appropriate vocabulary in writing with no errors.	Students incorporate developmentally appropriate vocabulary in writing with no significant errors.	Students incorporate developmentally appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate developmentally appropriate vocabulary in writing with many significant errors.
K.3.9. Communicate meaning through drawing e.g., setting, characters	Students' drawings represent all significant story elements with great detail.	Students' drawings represent all significant story elements.	Students' drawings represent some significant story elements.	Students represent very few story elements.
K.3.10. Match story with drawing				
K.3.11. Read their own writing	Students read their own writing with ease.	Students read their own writing with minimal difficulty.	Students read their own writing with difficulty.	Students read their own writing with great difficulty.
<b>PUBLICATION/PRESENTATION</b>				
K.3.12. Share published work with peers, teachers, and family members	Students share an extensive variety of published work with peers, teachers, and family members.	Student share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
<b>Grade 1</b>				
<b>PREWRITING</b>				
1.3.1. Recognize a variety of purposes for writing, i.e., inform, entertain	Students identify an extensive variety of purposes for writing.	Students identify both conveying information and entertaining others as purposes for writing.	Students identify either conveying information or entertaining others as a writing purpose.	Students identify that writing has a purpose, but do not name a specific purpose.
1.3.2. Discuss and organize ideas drawn from prior knowledge using lists and webs	Students use an extensive variety of strategies to plan their writing.	Students use a variety of strategies to plan their writing.	Students use some diverse strategies to plan their writing.	Students use very few strategies to plan their writing.
1.3.3. Write about familiar topics and ideas				

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>DRAFTING</b>				
1.3.4. Write frequently for a variety of purposes e.g., lists, journals, personal narratives	Students write for an extensive variety of purposes.	Students write for a variety of purposes.	Students write for some diverse purposes.	Students write for very few purposes.
1.3.5. Compose at least three sentences about a single idea	Students always write more than three sentences on a topic.	Students consistently write a minimum of three sentences on a topic.	Students sometimes write a minimum of three sentences on a topic.	Students rarely write more than two sentences on a topic.
1.3.6. Produce an organized piece with a beginning, middle, and end	Students' writing is always organized with a clear beginning, middle, and end.	Students' writing is consistently organized with a clear beginning, middle, and end.	Students' writing is sometimes organized with a clear beginning, middle, and end.	Students' writing is rarely organized with a clear beginning, middle, and end.
1.3.7. Include supporting details in written work	Students include an extensive variety of details that all support written work.	Students include a variety of details that appropriately support written work.	Students include some details that support written work.	Students include very few details that support written work.
1.3.8. Select descriptive language to add interesting details to a story	Students select language that adds insightful detail to a story.	Students select language that adds appropriate detail to a story.	Students select language that adds some detail to a story.	Students select language that adds very few details to a story.
1.3.9. Write known words fluently	Students write known words with ease and accuracy.	Students write known words with minimal difficulty and no significant errors.	Students write known words with difficulty and a few significant errors.	Students write known words with great difficulty and many significant errors.
1.3.10. Write left to right across more than one line	Students always write left to right across more than one line.	Students consistently write left to right across more than one line.	Students sometimes write left to right across more than one line.	Students rarely write left to right across more than one line.
1.3.11. Consistently use spacing to separate words	Students always use spacing to separate words.	Students consistently use spacing to separate words.	Students sometimes use spacing to separate words.	Students rarely use spacing to separate words.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>REVISING</b>				
1.3.12. Reread written work to check for meaning, ideas, word choice, and organization	Students always reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students consistently reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students sometimes reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students rarely reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.
<b>EDITING</b>				
1.3.13. Reread written work to check for spelling of known words and punctuation e.g., periods, question marks, exclamation points	Students always edit written texts for spelling and punctuation.	Students consistently edit written texts for spelling and punctuation.	Students sometimes edit written texts for spelling and punctuation.	Students rarely edit written texts for spelling and punctuation.
1.3.14. Choose grade-level appropriate tools for writing i.e., dictionary, thesaurus, word wall, and environmental print	Students always use appropriate tools for writing.	Students consistently use appropriate tools for writing.	Students sometimes use appropriate tools for writing.	Students rarely use appropriate tools for writing.
<b>PUBLICATION/PRESENTATION</b>				
1.3.15. Share published piece with peers, teachers, and family members	Students share an extensive variety of published work with peers, teachers, and family members.	Students share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
<b>Grade 2</b>				
<b>PREWRITING</b>				
2.3.1. Select a purpose for writing i.e., inform, entertain, or persuade	Students always choose a purpose for writing.	Students consistently choose a purpose for writing.	Students sometimes choose a purpose for writing.	Students rarely choose a purpose for writing.
2.3.2. Gather and organize ideas drawn from a variety of sources e.g., prior knowledge, classroom/library references	Students use an extensive variety of sources.	Students use a variety of sources.	Students use some diverse sources.	Students use very few sources.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.3.3. Select a plan to organize thoughts before writing e.g., webbing, listing, other grade appropriate graphic organizers	Students use the most efficient prewriting organizational strategies.	Students use appropriate prewriting organizational strategies.	Students use somewhat appropriate prewriting organizational strategies.	Students use inappropriate prewriting organizational strategies.
2.3.4. Use a specific genre to match the purpose i.e., personal, expository, narrative, informational, journal writing	Students make creative genre choices based on their purpose for writing.	Students consistently choose a genre that matches their purpose for writing.	Students sometimes choose a genre that matches their purpose for writing.	Students rarely choose a genre that matches their purpose for writing.
<b>DRAFTING</b>				
2.3.5. Spell many words conventionally	Students make no errors in spelling.	Students make no significant errors in spelling.	Students make a few significant errors or many minor errors in spelling.	Students make many significant errors in spelling.
2.3.6. Incorporate vocabulary into writing	Students make no errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors or many minor errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
2.3.7. Write over time to produce longer, more complex texts	Students write in an extensive variety of genres.	Students write in a variety of genres.	Students write in some diverse genres.	Students write in very few genres.
2.3.8. Identify and include the characteristics of different genres i.e., personal narrative, expository, informational, journal writing, letter writing				
<b>REVISING</b>				
2.3.9. Check written work for meaning and syntax	Students always check work for ideas, organization, and language conventions prior to publishing.	Students consistently check work for ideas, organization, and language conventions prior to publishing.	Students sometimes check work for ideas, organization, and language conventions prior to publishing.	Students rarely check work for ideas, organization, and language conventions prior to publishing.
2.3.10. Analyze written work for ideas, word choice, and organization				

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>EDITING</b>				
2.3.11. Use proofreading marks to edit written work for conventions i.e., punctuation, spelling, capitalization	Students use an extensive variety of proofreading marks when editing writing.	Students use a variety of proofreading marks when editing writing.	Students use some proofreading marks when editing writing.	Students use very few proofreading marks when editing writing.
2.3.12. Select grade appropriate tools for writing i.e., dictionary, thesaurus, word wall, classroom/library texts	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<b>FINAL DRAFT</b>				
2.3.13. Compose written text that demonstrates understanding of purpose and audience	Students' texts show a sophisticated understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of some significant aspects of purpose and audience.	Students' texts show an understanding of very few significant aspects of purpose and audience.
<b>PUBLICATION/PRESENTATION</b>				
2.3.14. Evaluate writing process/product using a variety of assessment tools e.g., checklist, rubric	Students use an extensive variety of writing assessment tools.	Students use a variety of writing assessment tools.	Students use some diverse writing assessment tools.	Students use very few writing assessment tools.
2.3.15. Share final copy with peers, teachers, and/or family members	Students share an extensive variety of published work with peers, teachers, and/or family members.	Students share a variety of published work with peers, teachers, and/or family members.	Students share some different published work with peers, teachers, and/or family members.	Students share a limited variety of published work with peers, teachers, and/or family members.
<b>Grade 3</b>				
<b>PREWRITING</b>				
3.3.1. Select ideas and information to persuade, entertain, or inform using a specific genre of writing i.e., narrative, personal persuasive, traditional tale, poetry	Students always select information that is essential for their purpose and appropriate for their audience.	Students consistently select information that is essential for their purpose and appropriate for their audience.	Students sometimes select information that is essential for their purpose and appropriate for their audience.	Students rarely select information that is essential for their purpose and appropriate for their audience.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>3.3.2. State and organize prior knowledge and experience to produce a written text e.g., webbing, listing, gathering information, taking notes</p> <p>DRAFTING</p>	Students use an extensive variety of strategies to organize their knowledge prior to producing a written text.	Students use a variety of strategies to organize their knowledge prior to producing a written text.	Students use some diverse strategies to organize their knowledge prior to producing a written text.	Students use very few strategies to organize their knowledge prior to producing a written text.
3.3.3. Use characteristics of different genres in writing i.e., narrative, expository, traditional tales, poetry	Students use characteristics of an extensive variety of genres in writing.	Students use characteristics of a variety of genres in writing.	Students use characteristics of some diverse genres in writing.	Students use characteristics of very few genres in writing.
3.3.4. Use a variety of sentence structures i.e., simple and compound sentences	Students show creative use of sentence structures.	Students use a variety of sentence structures.	Students use some diverse sentence structures.	Students use very few sentence structures.
3.3.5. Organize and develop paragraphs with topic sentences, indentation, punctuation, and capitalization	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message	Students' organization and development are sometimes effective in conveying a message.	Students have difficulty organizing and developing writing.
3.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Student makes a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
<p>REVISING</p> <p>3.3.7. Review organization for elaboration, description, and syntax to improve the meaning and focus of a written text based on audience feedback</p>	Students show insight when revising a written text based on audience feedback.	Students make revisions to a written text based on audience feedback.	Students make some revisions to a written text based on audience feedback.	Students have difficulty revising a written text based on audience feedback.
<p>EDITING</p> <p>3.3.8. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, and paragraph indentation</p>	Students use an extensive variety of select proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some proofreading marks to enhance a written text.	Students use few proofreading marks to enhance a written text.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>3.3.9. Use reference tools to edit writing i.e., dictionary, thesaurus, word wall, classroom library, word processor</p> <p>FINAL DRAFT</p>	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<p>3.3.10. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing i.e., narrative, personal persuasive, traditional tale, poetry</p> <p>PUBLICATION/PRESENTATION</p>	Students' texts show a sophisticated understanding of aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of very few aspects of purpose and audience.
<p>3.3.11. Evaluate writing process/product using a variety of assessment tools e.g., checklist, rubric</p>	Students use an extensive variety of assessment tools.	Students use a variety of assessment tools.	Students use some various assessment tools.	Students use very few assessment tools.
<p>3.3.12. Share final copy with peers, teachers, and/or family members</p>	Students share an extensive variety of published work with peers, teachers, and family members.	Student share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
<b>Grade 4</b>				
PREWRITING				
<p>4.3.1. Determine a message to inform, entertain, persuade a specific audience i.e., factual and personal persuasive, informational, poetry, fantasy</p>	Students always select a message that is appropriate for their purpose and audience.	Students consistently select a message that is appropriate for their purpose and audience.	Students sometimes select a message that is appropriate for their purpose and audience.	Students rarely select a message that is appropriate for their purpose and audience.
<p>4.3.2. Demonstrate planning ideas to organize thoughts before writing e.g., webbing, listing, graphic organizers, taking notes</p>	Students use an extensive variety of planning ideas to organize their thoughts before writing.	Students use a variety of planning ideas to organize their thoughts before writing.	Students use some diverse planning ideas to organize their thoughts before writing.	Students use very few planning ideas to organize their thoughts before writing.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>DRAFTING</b>				
4.3.3. Use characteristics of different genres of writing i.e., factual and personal persuasive, informational, poetry, fantasy	Students use characteristics of an extensive variety of genres in writing.	Students use characteristics of a variety of genres in writing.	Students use characteristics of some diverse genres in writing.	Students use characteristics of very few genres in writing.
4.3.4. Organize and develop ideas by writing at least three paragraphs with topic sentences and supporting details	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message.	Students' organization and development are sometimes effective in conveying a message.	Students have difficulty organizing and developing writing.
4.3.5. Use indentation, capitalization, and punctuation to write paragraphs	Students use indentation, capitalization, and punctuation with few if any errors.	Students use indentation, capitalization, and punctuation with no significant errors.	Students use indentation, capitalization, and punctuation with a few significant errors.	Students use indentation, capitalization, and punctuation with many significant errors.
4.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
<b>REVISING</b>				
4.3.7. Review and monitor a written piece for organization, elaboration, description, clarity, and syntax to improve fluency and meaning	Students always review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students consistently review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students sometimes review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students rarely review the organization, elaboration, descriptions, clarity, and syntax of a written text.
4.3.8. Revise written text based on feedback from peers and/or teacher conferences	Students show insight when revising a written text based on audience feedback.	Students make substantive revisions to a written text based on audience feedback.	Students make obvious revisions to a written text based on audience feedback.	Students have difficulty revising a written text based on audience feedback.
<b>EDITING</b>				
4.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, paragraph indentation	Students use an extensive variety of proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some variety of proofreading marks to enhance a written text.	Students use few proofreading marks to enhance a written text.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>4.3.10. Use reference tools to edit writing e.g., dictionary, thesaurus, word wall, classroom library, word processor</p> <p>FINAL DRAFT</p>	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<p>4.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing i.e., fantasy, factual and personal persuasive, poetry, informational</p> <p>PUBLICATION/PRESENTATION</p>	Students' texts show a sophisticated understanding of aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of few aspects of purpose and audience.
<p>4.3.12. Share final copy with peers, teachers, and/or family members</p>	Students share an extensive variety of published work with peers, teachers, and family members.	Students share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.
<p>4.3.13. Evaluate writing process/product using a variety of assessment tools e.g., checklist, rubric, conferences</p>	Students use an extensive variety of assessment tools.	Students use a variety of assessment tools.	Students use some variety of assessment tools.	Students use few if any assessment tools.
<b>Grade 5</b>				
<b>PREWRITING</b>				
<p>5.3.1. Plan writing for a specific audience and purpose to inform, entertain, or persuade i.e., memoir, factual, persuasive, poetry, narrative</p>	Students always select a message that is appropriate for their purpose and audience.	Students consistently select a message that is appropriate for the purpose and audience.	Students sometimes select a message that is appropriate for the purpose and audience.	Students rarely select a message that is appropriate for their purpose and audience.
<p>5.3.2. Plan a written text using a variety of techniques e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose</p>	Students use an extensive variety of techniques to plan written texts.	Students use a variety of techniques to plan written texts.	Students use some diverse techniques to plan written texts.	Students use very few techniques to plan written texts.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>DRAFTING</b>				
5.3.3. Compose writing that contains characteristics of a selected genre of writing i.e., memoir, factual persuasive, poetry, narrative	Students use an extensive variety of characteristics of a particular genre in writing.	Students use a variety of characteristics of a particular genre in writing.	Students use some diverse characteristics of a particular genre in writing.	Students use very few characteristics of a particular genre in writing.
5.3.4. Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least 5 paragraphs	Students' organization and development are sophisticated and insightful.	Students' organization and development are effective in conveying a message.	Students' organization and development are ineffective in conveying a message.	Students have difficulty organizing and developing writing.
5.3.5. Use proper paragraph form that includes smooth transitions between paragraphs	Students use indentation, capitalization, and punctuation with few if any errors.	Students use indentation, capitalization, and punctuation with no significant errors.	Students use indentation, capitalization, and punctuation with a few significant errors.	Students use indentation, capitalization, and punctuation with many significant errors.
5.3.6. Incorporate vocabulary in writing	Students make few if any errors in vocabulary choice.	Students make no significant errors in vocabulary choice.	Students make a few significant errors in vocabulary choice.	Students make many significant errors in vocabulary choice.
<b>REVISING</b>				
5.3.7. Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax	Students always review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students consistently review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students sometimes review the organization, elaboration, descriptions, clarity, and syntax of a written text.	Students rarely review the organization, elaboration, descriptions, clarity, and syntax of a written text.
5.3.8. Use feedback and multiple drafts to clarify language and purpose of the written text	Students use the drafting process and audience feedback to make insightful revisions to a text.	Students use the drafting process and audience feedback to make revisions to a text.	Students use the drafting process and audience feedback to make some revisions to a text.	Students have difficulty using the drafting process and audience feedback to make revisions to a text.
<b>EDITING</b>				
5.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, paragraph indentation	Students use an extensive variety of proofreading marks to enhance a written text.	Students use a variety of proofreading marks to enhance a written text.	Students use some proofreading marks to enhance a written text.	Students use very few proofreading marks to enhance a written text.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.3.10. Use reference tools for writing e.g., dictionary, thesaurus, word wall, classroom library, word processor	Students always use writing reference tools appropriate to the task.	Students consistently use writing reference tools appropriate to the task.	Students sometimes use writing reference tools appropriate to the task.	Students rarely use writing reference tools appropriate to the task.
<p><b>FINAL DRAFT</b></p> <p>5.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing i.e., memoir, factual, persuasive poetry, narrative</p>	Students' texts show a sophisticated understanding of all significant aspects of purpose and audience.	Students' texts show an understanding of aspects of purpose and audience.	Students' texts show an understanding of some aspects of purpose and audience.	Students' texts show an understanding of few aspects of purpose and audience.
<p><b>PUBLICATION/PRESENTATION</b></p> <p>5.3.12. Share final copy with peers, teachers, and/or family members</p>	Students share an extensive variety of published work with peers, teachers, and/or family members.	Students share a variety of published work with peers, teachers, and/or family members.	Students share some different published work with peers, teachers, and/or family members.	Students share a limited variety of published work with peers, teachers, and/or family members.
5.3.13. Evaluate writing process using a variety of assessment tools e.g., checklist, rubric, conferences	Students use an extensive variety of writing assessment tools.	Students use a variety of writing assessment tools.	Students use some diverse writing assessment tools.	Students use very few writing assessment tools.
<b>Grade 6</b>				
<b>INFORMATIVE WRITING</b>				
6.3.1. Produce informative writing e.g., research-based report, instructions	Students produce informative texts that reflect insight into the genre with few if any minor errors.	Students produce informative texts that reflect an accurate understanding of genre with few if any errors.	Students produce informative texts that reflect some understanding of the genre with a few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.
<b>NARRATIVE WRITING</b>				
6.3.2. Produce narrative writing e.g., short story, descriptive play, poetry	Students produce narrative texts that reflect insight into the genre with few if any minor errors.	Students produce narrative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce narrative texts that reflect some understanding of the genre with a few significant errors.	Students produce narrative texts that reflect minimal understanding of the genre with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PERSUASIVE WRITING</b>				
6.3.3. Produce persuasive writing e.g., opinion, essay, business letter	Students produce persuasive texts that reflect insight into the genre with few if any minor errors.	Students produce persuasive texts that reflect an accurate understanding of the genre with no significant errors.	Students produce persuasive texts that reflect some understanding of the genre with a few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre with many significant errors.
<b>PREWRITING</b>				
6.3.4. Use prewriting strategies e.g., brainstorming, graphic organizers, outlining	Students use an extensive variety of prewriting techniques.	Students use a variety of prewriting techniques.	Students use some prewriting techniques.	Students use very few prewriting techniques.
6.3.5. Use strategies to write for different audiences and purposes	Students use appropriate strategies to write for an extensive variety of audiences and purposes.	Students use appropriate strategies to write for a variety of audiences and purposes.	Students use appropriate strategies to write for some audiences and purposes.	Students use appropriate strategies to write for very few audiences and purposes.
<b>DRAFTING</b>				
6.3.6. Use prewriting strategies to create draft	Students always use prewriting strategies to create drafts.	Students consistently use prewriting strategies to create drafts.	Students sometimes use prewriting strategies to create drafts.	Students rarely use prewriting strategies to create drafts.
6.3.7. Incorporate grade-level appropriate vocabulary in writing	Students incorporate grade-level vocabulary in drafts with few if any minor errors.	Students incorporate grade-level vocabulary in drafts with no significant errors.	Students incorporate grade-level vocabulary in drafts with a few significant errors.	Students incorporate grade-level vocabulary in drafts with many significant errors.
<b>REVISING AND EDITING</b>				
6.3.8. Use criteria to evaluate own and others' writing e.g., stay on topic, organization, effective details, clarity of message, word choice, sentence fluency	Students evaluate their own and others' writing using an extensive variety of criteria.	Students evaluate their own and others' writing using a variety of criteria.	Students evaluate their own and others' writing using some criteria.	Students evaluate their own and others' writing using very few criteria.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
6.3.9. Use feedback and multiple drafts to clarify language and intent	Students show insight when clarifying language and intent based on audience feedback.	Students make substantive revisions to clarify language and intent based on audience feedback.	Students make obvious revisions to clarify language and intent based on audience feedback.	Students have difficulty making revisions to clarify language and intent based on audience feedback.
6.3.10. Edit for grammar, mechanics, usage, spelling	Students edit for grammar, mechanics, usage, and spelling with few if any minor errors.	Students edit for grammar, mechanics, usage, and spelling with no significant errors.	Students edit for grammar, mechanics, usage, and spelling with few significant errors.	Students edit for grammar, mechanics, usage, and spelling with many significant errors.
FINAL DRAFT				
<i>No benchmark expectations at this level</i>				
PUBLICATION/PRESENTATION				
6.3.11. Incorporate visual aids into written work	Students incorporate visual aids into written work in innovative ways.	Students incorporate visual aids into written work in substantive ways.	Students incorporate visual aids into written work in typical ways.	Students have difficulty incorporating visual aids into written work.
<b>Grade 7</b>				
INFORMATIVE WRITING				
7.3.1. Produce research-based writing e.g., news article, book reports, essay	Students produce informative texts that reflect insight into the genre with few if any minor errors.	Students produce informative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce informative texts that reflect some understanding of the genre with few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.
NARRATIVE WRITING				
7.3.2. Produce narrative writing e.g., short story, poetry, drama	Students produce narrative texts that reflect insight into the genre with few if any minor errors.	Students produce narrative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce narrative texts that reflect some understanding of the genre with few significant errors.	Students produce narrative texts that reflect minimal understanding of the genre with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>PERSUASIVE WRITING</b></p> <p>7.3.3. Produce persuasive writing e.g., business letter, essays, opinions</p>	<p>Students produce persuasive texts that reflect insight into the genre with few if any minor errors.</p>	<p>Students produce persuasive texts that reflect an accurate understanding of the genre with no significant errors.</p>	<p>Students produce persuasive texts that reflect some understanding of the genre with few significant errors.</p>	<p>Students produce persuasive texts that reflect minimal understanding of the genre with many significant errors.</p>
<p><b>PREWRITING</b></p> <p>7.3.4. Use strategies to write for different audiences and purposes e.g., informative, narrative, persuasive</p>	<p>Students use appropriate strategies to write for an extensive variety of audiences and purposes.</p>	<p>Students use appropriate strategies to write for a variety of audiences and purposes.</p>	<p>Students use appropriate strategies to write for some audiences and purposes.</p>	<p>Students use appropriate strategies to write for very few audiences or purposes.</p>
<p><b>DRAFTING</b></p> <p>7.3.5. Use prewriting strategies to create a draft emphasizing details</p>	<p>Students always use prewriting strategies to generate and effectively use relevant details in texts.</p>	<p>Students consistently use prewriting strategies to generate and effectively use relevant details in texts.</p>	<p>Students sometimes use prewriting strategies to generate and effectively use relevant details in texts.</p>	<p>Students rarely use prewriting strategies to generate and effectively use relevant details in texts.</p>
<p>7.3.6. Incorporate grade-level appropriate vocabulary in writing</p>	<p>Students incorporate grade-level appropriate vocabulary in drafts with few if any minor errors.</p>	<p>Students incorporate grade-level appropriate vocabulary in drafts with no significant errors.</p>	<p>Students incorporate grade-level appropriate vocabulary in drafts with a few significant or many minor errors.</p>	<p>Students incorporate grade-level appropriate vocabulary in drafts with many significant errors.</p>
<p><b>REVISING AND EDITING</b></p> <p>7.3.7. Use criteria to evaluate own and others' writing</p>	<p>Students evaluate their own and others' writing using an extensive variety of criteria.</p>	<p>Students evaluate their own and others' writing using a variety of criteria.</p>	<p>Students evaluate their own and others' writing using some criteria.</p>	<p>Students evaluate their own and others' writing using very few criteria.</p>

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
7.3.8. Use feedback and multiple drafts to revise text for specific purposes e.g., clarity of ideas, organization, word choice, fluency	Students show insight when revising texts through multiple drafts for particular purposes based on audience feedback.	Students make effective revisions of texts through multiple drafts for particular purposes based on audience feedback.	Students make some effective revisions to texts through multiple drafts for particular purposes based on audience feedback.	Students make ineffective revisions to texts through multiple drafts for particular purposes based on audience feedback.
7.3.9. Edit for grammar, mechanics, usage, and spelling	Students edit final drafts for grammar, mechanics, usage, and spelling with few if any minor errors.	Students edit final drafts for grammar, mechanics, usage, and spelling with no significant errors.	Students edit final drafts for grammar, mechanics, usage, and spelling with a few significant errors.	Students edit final drafts for grammar, mechanics, usage, and spelling with many significant errors.
FINAL DRAFT				
<i>No benchmark expectations at this level</i>				
PUBLICATION/PRESENTATION				
7.3.10. Incorporate visual aids in publications	Students incorporate visual aids into written work in innovative ways.	Students incorporate visual aids into written work in effective ways.	Students incorporate visual aids into written work in somewhat effective ways.	Students incorporate visual aids into written work in ineffective ways.
<b>Grade 8</b>				
INFORMATIVE WRITING				
8.3.1. Compose informative writing, e.g., research, biographies, autobiographies, news articles, interviews	Students produce informative texts that reflect insight into the genre with few if any minor errors.	Students produce informative texts that reflect an accurate understanding of the genre with no significant errors.	Students produce informative texts that reflect some understanding of the genre with few significant errors.	Students produce informative texts that reflect minimal understanding of the genre with many significant errors.
NARRATIVE WRITING				
8.3.2. Write short stories that include story elements e.g., dialogue, action, physical description, background description, character development	Students write short stories that reflect insight into the genre with few if any minor errors.	Students write short stories that reflect an accurate understanding of the genre with no significant errors.	Students write short stories that reflect some understanding of the genre with few significant errors.	Students write short stories that reflect minimal understanding of the genre with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PERSUASIVE WRITING</b>				
8.3.3. Produce persuasive writing e.g., editorials, essays, business letters, opinions	Students produce persuasive texts that reflect insight into the genre, with few if any minor errors.	Students produce persuasive texts that reflect an accurate understanding of the genre, with no significant errors.	Students produce persuasive texts that reflect some understanding of the genre, with few significant errors.	Students produce persuasive texts that reflect minimal understanding of the genre, with many significant errors.
<b>PREWRITING</b>				
8.3.4. Use free writing and journal writing to develop ideas for writing topics	Students always use free writing strategies to develop ideas for writing topics.	Students consistently use prewriting strategies to develop ideas for writing topics.	Students sometimes use prewriting strategies to develop ideas for writing topics.	Students rarely use prewriting strategies to develop ideas for writing topics.
8.3.5. Use language and format appropriate for intended audience and purpose	Students always match language and format to the audience and purpose.	Students consistently match language and format to the audience and purpose.	Students sometimes match language and format to the audience and purpose.	Students rarely match language and format to the audience and purpose.
<b>DRAFTING</b>				
8.3.6. Use prewriting product to create a first draft emphasizing details and referencing sources	Students always use prewriting products to generate and effectively use details and to correctly reference sources.	Students consistently use prewriting products to generate and effectively use details and to correctly reference sources.	Students sometimes use prewriting products to generate and effectively use details and to correctly reference sources.	Students rarely use prewriting products to generate and effectively use details and to correctly reference sources.
8.3.7. Incorporate grade-level appropriate vocabulary in writing	Students incorporate grade-level appropriate vocabulary with no errors.	Students incorporate grade-level appropriate vocabulary with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
8.3.8. Use organizational patterns e.g., introduction, body, conclusion or exposition/body/resolution	Students always use a recognizable organizational pattern.	Students consistently use a recognizable organizational pattern.	Students sometimes use a recognizable organizational pattern.	Students rarely use a recognizable organizational pattern.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING AND EDITING</p> <p>8.3.9. Use criteria to evaluate own and others' writing</p> <p>8.3.10. Use feedback and multiple drafts to revise text for specific purposes, e.g., clarity of ideas, organization, word choice, fluency</p> <p>8.3.11. Edit for grammar, mechanics, usage, and spelling</p>	<p>Students evaluate their own and others' writing using an extensive variety of criteria.</p> <p>Students make insightful use of feedback and multiple drafts to revise texts for particular purposes.</p> <p>Students edit for grammar, mechanics, usage, and spelling with few if any minor errors.</p>	<p>Students evaluate their own and others' writing using a variety of criteria.</p> <p>Students make effective use of feedback and multiple drafts to revise texts for particular purposes.</p> <p>Students edit for grammar, mechanics, usage, and spelling with no significant errors.</p>	<p>Students evaluate their own and others' writing using some criteria.</p> <p>Students make somewhat effective use of feedback and multiple drafts to revise texts for particular purposes.</p> <p>Students edit for grammar, mechanics, usage, and spelling with few significant errors.</p>	<p>Students evaluate their own and others' writing using very few criteria.</p> <p>Students make ineffective use of feedback and multiple drafts to revise texts for particular purposes.</p> <p>Students edit for grammar, mechanics, usage, and spelling with many significant errors.</p>
<p>FINAL DRAFT</p> <p><i>No benchmark expectations at this level</i></p>				
<p>PUBLICATION/PRESENTATION</p> <p>8.3.12. Incorporate a variety of visual aids in publications</p> <p>8.3.13. Use computer technology to present written work</p>	<p>Students incorporate visual aids into written work in innovative ways.</p> <p>Students use computer technology to present written work in innovative ways.</p>	<p>Students incorporate visual aids into written work in effective ways.</p> <p>Students use computer technology to present written work in effective ways.</p>	<p>Students incorporate visual aids into written work in somewhat effective ways.</p> <p>Students use computer technology to present written work in somewhat effective ways.</p>	<p>Students incorporate visual aids into written work in ineffective ways.</p> <p>Students use computer technology to present written work in ineffective ways.</p>

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 9</b>				
<b>INFORMATIVE WRITING</b>				
9.3.1. Write expository texts e.g., essays, directions, and letters	Students write expository texts that reflect insight into the genre and have few if any minor errors.	Students write expository texts that reflect an accurate understanding of the genre and have no significant errors.	Students write expository texts that reflect some understanding of the genre or have a few significant errors.	Students write expository texts that reflect minimal understanding of the genre and have many significant errors.
<b>LITERARY/NARRATIVE WRITING</b>				
9.3.2. Write descriptive and narrative compositions e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry	Students write descriptive and narrative compositions that reflect insight into the genre and have few if any minor errors.	Students write descriptive and narrative compositions that reflect an accurate understanding of the genre and have no significant errors.	Students write descriptive and narrative compositions that reflect some understanding of the genre or have a few significant errors.	Students write descriptive and narrative compositions that reflect minimal understanding of the genre and have many significant errors.
<b>PERSUASIVE WRITING</b>				
9.3.3. Develop a composition detailing an opinion	Students use appropriate supporting details and provide highly thoughtful analysis when developing a composition detailing an opinion.	Students use appropriate supporting details to develop a composition detailing an opinion.	Students use some appropriate supporting details to develop a composition detailing an opinion.	Students do not use appropriate support to develop a composition detailing an opinion.
<b>PREWRITING</b>				
9.3.4. Develop a focus for composition e.g., a theme or unifying idea	Students develop an insightful focus for a composition.	Students develop an effective focus for a composition.	Students develop a somewhat effective focus for a composition.	Students develop an ineffective focus for a composition.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>9.3.5. Organize the ideas and details of a composition according to purpose</p> <p>DRAFTING</p>	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition ineffectively or the organization does not serve the purpose.	Students organize the ideas and details of a composition ineffectively and the organization does not serve the purpose.
<p>9.3.6. Elaborate ideas through word choice and description using grade-level vocabulary</p>	Students incorporate grade-level appropriate vocabulary in writing with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in writing with many significant errors.
<p>9.3.7. Organize and write compositions for self and family</p>	Students creatively organize and write compositions appropriately for self and family.	Students organize and write appropriate compositions appropriately for self and family.	Students write compositions that are either disorganized or poorly written for self and family.	Students write compositions that are both disorganized and poorly written for self and family.
<p>9.3.8. Use supporting details</p> <p>LITERARY ELEMENTS AND TECHNIQUES</p>	Students include an extensive variety of supporting details.	Students include a variety of supporting details.	Students include some supporting details.	Students include very few supporting details.
<p>9.3.9. Use techniques of characterization in compositions e.g., description, dialogue, interior monologue</p> <p>REVISING AND EDITING</p>	Students consistently and creatively use techniques of characterization.	Students consistently use techniques of characterization.	Students sometimes use techniques of characterization.	Students rarely use techniques of characterization.
<p>9.3.10. Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order</p>	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with few if any minor errors.	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with no significant errors.	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction with a few significant or many minor errors.	Students edit and revise compositions for proper mechanics and grammar, syntax, and diction but leave many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>9.3.11. Arrange paragraphs in a logical progression</p> <p>PUBLISHING/PRESENTATION</p> <p>9.3.12. Use technology e.g., publishing software and graphic programs, to present written work</p>	<p>Students arrange paragraphs into a logical progression with no errors.</p> <p>Students use technology to present written work with no teacher assistance.</p>	<p>Students arrange paragraphs into a logical progression with no significant errors.</p> <p>Students use technology to present written work with minimal teacher assistance.</p>	<p>Students arrange paragraphs into a logical progression with a few significant errors.</p> <p>Students use technology to present written work with some teacher assistance.</p>	<p>Students arrange paragraphs into a logical progression with many significant errors.</p> <p>Students use technology to present written work with significant teacher assistance.</p>
<b>Grade 10</b>				
<p>INFORMATIVE WRITING</p> <p>10.3.1. Write expository texts including research papers</p>	<p>Students write expository text that reflect insight into the genre and have few if any errors.</p>	<p>Students write expository texts that reflect an accurate understanding of the genre and have no significant errors.</p>	<p>Students write expository texts that reflect some understanding of the genre and have a few significant errors.</p>	<p>Students write expository texts that reflect minimal understanding of the genre and have many significant errors.</p>
<p>LITERARY/NARRATIVE WRITING</p> <p><i>No benchmark expectations at this level</i></p>				
<p>PERSUASIVE WRITING</p> <p>10.3.2. Defend a personal opinion using facts as support</p>	<p>Students use an extensive variety of relevant facts to support personal opinion.</p>	<p>Students use a variety of relevant facts to support a personal opinion.</p>	<p>Students use some relevant facts to support a personal opinion.</p>	<p>Students use very few relevant facts to support a personal opinion.</p>
<p>PREWRITING</p> <p>10.3.3. Use prewriting techniques to generate ideas</p>	<p>Students use an extensive variety of prewriting techniques to generate ideas.</p>	<p>Students use a variety of prewriting techniques to generate ideas.</p>	<p>Students use some prewriting techniques to generate ideas.</p>	<p>Students use very few prewriting techniques to generate ideas.</p>

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>10.3.4. Organize the ideas and details of a composition according to purpose</p> <p>DRAFTING</p>	Students effectively and creatively organize the ideas and details of a composition.	Students effectively organize the ideas and details of a composition.	Students organize the ideas and details of a composition.	Students organize the ideas and details of a composition both ineffectively and in a way that does not serve the purpose.
10.3.5. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary in writing with few if any errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary in writing with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary in writing with many significant errors.
10.3.6. Organize and write compositions for school and peers	Students effectively organize and write appropriate compositions for school, peers.	Students organize and write appropriate compositions for school and peers.	Students write either ineffective or unorganized compositions for school and peers.	Students write compositions that are both ineffective and unorganized for school and peers.
10.3.7. Use a variety of supporting details	Students use an extensive variety of supporting details.	Students use a variety of supporting details.	Students use some supporting details.	Students use very few supporting details.
LITERARY ELEMENTS AND TECHNIQUES				
10.3.8. Use language appropriate to the format of the composition	Students always use language appropriate to the format of the composition.	Students consistently use language appropriate to the format of the composition.	Students sometimes use language appropriate to the format of the composition.	Students rarely use language appropriate to the format of the composition.
10.3.9. Use precise language to describe people, places, and things	Students effectively and imaginatively use precise language to describe people, places, and things.	Students use precise language to describe people, places, and things in adequate detail.	Students use either ineffective or imprecise language to describe people, places, and things in some detail.	Students use both ineffective and imprecise language to describe people, places, and things in minimal detail.
10.3.10. Use a specific point of view in compositions	Students use a specific point of view in compositions with no errors.	Students use a specific point of view in compositions with no significant errors.	Students use a specific point of view in compositions with a few significant or many minor errors.	Students use point of view in compositions with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING AND EDITING</p> <p>10.3.11. Edit and revise compositions with attention to content</p> <p>10.3.12. Edit and revise compositions for consistent point of view</p> <p>10.3.13. Use knowledge of sentence structure and sentence construction to edit and revise text</p> <p>10.3.14. Use sentence reduction techniques to revise and edit compositions</p>	<p>Students edit and revise compositions with consistent attention to content and with few if any errors.</p> <p>Students edit and revise compositions with consistent attention to point of view and with few if any errors.</p> <p>Students revise and edit compositions for correct sentence structure and sentence construction with few if any errors.</p>	<p>Students edit and revise compositions with attention to content and with no significant errors.</p> <p>Students edit and revise compositions with attention to consistent point of view and with no significant errors.</p> <p>Students revise and edit compositions for correct sentence structure and sentence construction with no significant errors.</p>	<p>Students edit and revise compositions with attention to content and with a few significant or many minor errors.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with a few significant errors.</p> <p>Students revise and edit compositions for correct sentence structure and sentence construction with a few significant or many minor errors.</p>	<p>Students edit and revise compositions with attention to content and with many significant errors.</p> <p>Students edit and revise compositions with attention to content and consistent point of view with many significant errors.</p> <p>Students revise and edit compositions for correct sentence structure and sentence construction with many significant errors.</p>
<p>PUBLISHING</p> <p><i>No benchmark expectations at this level</i></p>				
<p><b>Grade 11</b></p>				
<p>INFORMATIVE WRITING</p> <p><i>No benchmark expectations at this level</i></p>				
<p>LITERARY/NARRATIVE WRITING</p> <p><i>No benchmark expectations at this level</i></p>				

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PERSUASIVE WRITING</b>				
11.3.1. Gather information supporting multiple sides of an issue	Students gather information that supports multiple sides of an issue appropriately with considerable detail.	Students gather information that supports multiple sides of an issue appropriately.	Students gather information that appropriately supports some sides of an issue.	Students gather information that supports very few sides of an issue.
<b>PREWRITING</b>				
11.3.2. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition ineffectively or in a way that does not serve the purpose.	Students organize the ideas and details of a composition ineffectively and in a way that does not serve the purpose.
<b>DRAFTING</b>				
11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary with few if any errors.	Students incorporate grade-level appropriate vocabulary with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
11.3.4. Organize and write compositions for town, city, and state	Students organize and write compositions appropriately for town, city, state, and other audiences.	Students organize and write compositions appropriately for town, city, and state.	Students' compositions are either ineffectively organized or poorly written for town, city, and state.	Students' compositions are both ineffectively organized and poorly written for town, city, and state.
11.3.5. Use a variety of supporting details	Students use an extensive variety of supporting details.	Students use a variety of supporting details.	Students use some supporting details.	Students use very few supporting details.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
11.3.6. Use figurative language in writing	Students use figurative language in writing creatively and with accuracy.	Students use figurative language in writing with no significant errors.	Students use figurative language in writing with a few significant or many minor errors.	Students use figurative language in writing with many significant errors.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>REVISING AND EDITING</p> <p>11.3.7. Edit and revise compositions for standard writing conventions and transitional devices</p>	<p>Students edit and revise compositions for the proper use of transitional devices with few if any errors.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with no significant errors.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with a few significant or many minor errors.</p>	<p>Students edit and revise compositions for the proper use of transitional devices with many significant errors.</p>
<p>PUBLISHING</p> <p>11.3.8. Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning</p>	<p>Students use appropriate visual aids to enhance meaning and effectively and creatively incorporate them into written work.</p>	<p>Students use appropriate visual aids to enhance meaning and effectively incorporate them into written work.</p>	<p>Students use inappropriate visual aids or ineffectively incorporate them into written work.</p>	<p>Students use inappropriate visual aids and ineffectively incorporate them into written work.</p>
<b>Grade 12</b>				
<p>INFORMATIVE WRITING</p> <p>12.3.1. Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint</p>	<p>Students write business or other formal documents that show insight into all the significant elements of the genre and contain few if any errors.</p>	<p>Students write business or other formal documents that incorporate all the significant elements of the genre and contain no significant errors.</p>	<p>Students write business or other formal documents that incorporate some of the significant elements of the genre and contain a few significant or many minor errors.</p>	<p>Students write business or other formal documents that incorporate very few of the significant elements of the genre and contain many significant errors.</p>
<p>LITERARY/NARRATIVE WRITING</p> <p><i>No benchmark expectations at this level</i></p>				
<p>PERSUASIVE WRITING</p> <p>12.3.2. Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases e.g., editorials, critical reviews</p>	<p>Students write persuasive compositions that show insight into all the significant elements of the genre and contain few if any errors.</p>	<p>Students write persuasive compositions that incorporate all the significant elements of the genre and contain no significant errors.</p>	<p>Students write persuasive compositions that incorporate some of the significant elements of the genre and contain a few significant or many minor errors.</p>	<p>Students write persuasive compositions that incorporate very few of the significant elements of the genre and contain many significant errors.</p>

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PREWRITING</b>				
12.3.3. Organize the ideas and details of a composition according to purpose	Students effectively and creatively organize the ideas and details of a composition in a way that serves the purpose.	Students effectively organize the ideas and details of a composition in a way that serves the purpose.	Students organize the ideas and details of a composition either ineffectively or in a way that does not serve the purpose.	Students organize the ideas and details of a composition both ineffectively and in a way that does not serve the purpose.
12.3.4. Use variety of sources for supporting details	Students use an extensive variety of sources for supporting details.	Students use a variety of sources for supporting details.	Students use some sources for supporting details.	Students use very few sources for supporting details.
<b>DRAFTING</b>				
12.3.5. Elaborate ideas through word choice and description using grade-level vocabulary	Students incorporate grade-level appropriate vocabulary with few if any minor errors.	Students incorporate grade-level appropriate vocabulary in writing with no significant errors.	Students incorporate grade-level appropriate vocabulary with a few significant or many minor errors.	Students incorporate grade-level appropriate vocabulary with many significant errors.
12.3.6. Organize and write compositions for nation and world	Students organize and write insightful compositions for nation and world.	Students organize and write appropriate compositions for nation and world.	Students write compositions that are either ineffectively organized or poorly written for nation and world.	Students write compositions that are both ineffectively organized and poorly written for nation and world.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
12.3.7. Use techniques to convey an individual voice and style e.g., tone, syntax, diction, figurative language	Students use an extensive variety of techniques to convey individual voice and style.	Students use a variety of techniques to convey individual voice and style.	Students use some techniques to convey individual voice and style.	Students use very few techniques to convey individual voice and style.
<b>REVISING AND EDITING</b>				
12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone	Students edit and revise for writing conventions and tone, with few errors in written text.	Students edit and revise for writing conventions and tone, with no significant errors to written text.	Students edit and revise for writing conventions and tone, with some significant or many minor errors in written text.	Students edit and revise for writing conventions and tone, with many significant errors in written text.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency	Students edit and revise for unity, coherence, clarity, and fluency resulting in no or few errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in no significant errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in some significant or many minor errors in written texts.	Students edit and revise for unity, coherence, clarity, and fluency resulting in many significant errors in written texts.
12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement	Students edit and revise for parallel structures and proper verb tense and agreement, with no or few errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with no significant errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with some significant or many minor errors in written text.	Students edit and revise for parallel structures and proper verb tense and agreement, with many significant errors in written text.
12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns	Students edit and revise for correct clausal and phrasal patterns with no or few errors in written texts.	Students edit and revise for correct clausal and phrasal patterns with no significant errors in written texts.	Students edit and revise for correct clausal and phrasal patterns with some significant or many minor errors in written texts.	Students edit and revise result in correct clausal and phrasal patterns with many significant errors in written texts.
PUBLISHING				
<i>No benchmark expectations at this level</i>				

## Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
K.4.1. Use developmentally appropriate speaking vocabulary, including words that describe people, places, things, locations, and actions	Students always use appropriate speaking vocabulary.	Students consistently use appropriate speaking vocabulary.	Students sometimes use appropriate speaking vocabulary.	Students rarely use appropriate speaking vocabulary.
K.4.2. Actively listen to the speaker	Students always actively listen to speakers.	Students consistently actively listen to speakers.	Students sometimes actively listen to speakers.	Students rarely actively listen to speakers.
K.4.3. Follow one and two step directions	Students follow one and two step directions with ease.	Students follow one and two step directions with minimal difficulty.	Students follow one and two step directions with difficulty.	Students rarely follow one and two step directions.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
K.4.4. Respond to peers in conversations	Students always respond to peers in conversation.	Students consistently respond to peers in conversation.	Students sometimes respond to peers in conversation.	Students rarely respond to peers in conversation.
K.4.5. Take turns speaking in conversations	Students always take turns speaking in conversation.	Students consistently take turns speaking in conversation.	Students sometimes take turns speaking in conversation.	Students rarely take turns speaking in conversation.
K.4.6. Formulate and respond appropriately to questions	Students formulate and respond to questions in an insightful manner.	Students consistently formulate and respond appropriately to questions.	Students sometimes formulate and respond appropriately to questions.	Students rarely formulate and respond appropriately to questions.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
1.4.1. Use developmentally-appropriate speaking vocabulary	Students almost always use appropriate, higher level speaking vocabulary.	Students consistently use appropriate speaking vocabulary.	Students sometimes use developmentally-appropriate speaking vocabulary.	Students rarely use developmentally-appropriate speaking vocabulary.
1.4.2. Actively listen to the speaker	Students always actively listen to speakers.	Students consistently actively listen to speakers.	Students sometimes actively listen to speakers.	Students rarely actively listen to speakers.
1.4.3. Follow two and three step directions	Students follow two and three step directions with ease.	Students follow two and three step directions with minimal difficulty.	Students follow two and three step directions with difficulty.	Students rarely follow two and three step directions.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
1.4.4. Stay on topic while speaking	Students always stay on topic while speaking.	Students consistently stay on topic while speaking.	Students sometimes stay on topic while speaking.	Students rarely stay on topic while speaking.
1.4.5. Take turns speaking in conversation	Students always take turns speaking.	Students consistently take turns speaking.	Students sometimes take turns speaking.	Students rarely take turns speaking.
1.4.6. Formulate and respond appropriately to questions	Students formulate and respond to questions in an insightful manner.	Students consistently formulate and respond appropriately to questions.	Students sometimes formulate and respond appropriately to questions.	Students rarely formulate and respond appropriately to questions.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 2</b>				
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
2.4.1. Use grade-appropriate speaking vocabulary	Students always use grade-appropriate or higher level vocabulary.	Students consistently use grade-appropriate vocabulary.	Students sometimes use grade-appropriate vocabulary.	Students rarely use grade-appropriate vocabulary.
2.4.2. Actively listen to the speaker	Students always listen actively to speakers.	Students consistently listen actively to speakers.	Students sometimes listen actively to speakers.	Students rarely listen actively to speakers.
2.4.3. Follow multiple step directions	Students follow multiple step directions with ease.	Students follow multiple step directions with minimal difficulty.	Students follow multiple step directions with difficulty.	Students follow multiple step directions with great difficulty.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
2.4.4. Take turns speaking in conversation	Students always take turns speaking.	Students consistently take turns speaking.	Students sometimes take turns speaking.	Students rarely take turns speaking.
2.4.5. Stay on topic while speaking	Students always stay on topic while speaking.	Students consistently stay on topic while speaking.	Students sometimes stay on topic while speaking.	Students rarely stay on topic while speaking.
2.4.6. Participate as an active listener and speaker in any group discussion	Students always participate as an active listener and speaker in group discussion and conversation.	Students consistently participate as an active listener and speaker in group discussion and conversation.	Students sometimes participate as an active listener and speaker in group discussion and conversation.	Students rarely participate as an active listener and speaker in group discussion and conversation.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 3</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
3.4.1. Organize information and ideas for an oral presentation to inform, demonstrate, entertain, or persuade i.e., narrative, personal persuasive, poetry	Students are highly effective in organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
3.4.2. Use appropriate speaking vocabulary	Students use appropriate, higher level speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
3.4.3. Use pitch, volume, and tone appropriate to the speaking situation	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with little difficulty.	Students use appropriate pitch, volume, and tone with some difficulty.	Students use inappropriate pitch, volume, and tone.
3.4.4. Use nonverbal communication skills such as gestures and eye contact	Students always use appropriate nonverbal communication skills.	Students consistently use appropriate nonverbal communication skills.	Students sometimes use appropriate nonverbal communication skills.	Students rarely use appropriate nonverbal communication skills.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
3.4.5. Participate as an active listener and speaker in group discussions	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 4</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
4.4.1. Organize oral presentations to inform, demonstrate, entertain, or persuade from an organized plan i.e., factual and personal persuasive, informational, poetry	Students are highly effective at organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
4.4.2. Develop a presentation to inform, demonstrate, persuade, or entertain i.e., factual and personal persuasive, informational, poetry	Students develop a presentation with few if any errors.	Students develop a presentation with no significant errors.	Students develop a presentation with a few significant errors or many minor errors.	Students develop a presentation with many significant errors.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
4.4.3. Demonstrate appropriate speaking vocabulary	Students use higher level, appropriate speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
4.4.4. Use pitch, volume, and tone appropriate to the speaking situation	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with minimal difficulty.	Students use appropriate pitch, volume, and tone with difficulty.	Students use inappropriate pitch, volume, and tone
4.4.5. Use body language, such as posture or the use of gestures, as a form of communication	Students always use appropriate nonverbal communication skills.	Students consistently use appropriate nonverbal communication skills.	Students sometimes use appropriate nonverbal communication skills.	Students rarely use appropriate nonverbal communication skills.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
4.4.6. Participate as an active listener and speaker in group discussions	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 5</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
5.4.1. Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan i.e., memoir, factual persuasive, poetry, narrative	Students are highly effective at organizing and developing information and ideas for an oral presentation.	Students effectively organize and develop information and ideas for an oral presentation.	Students somewhat effectively organize and develop information and ideas for an oral presentation.	Students are ineffective at organizing and developing information and ideas for an oral presentation.
5.4.2. Make informative presentations that outline and explain the key ideas of the topic	Students make informative presentations with ease.	Students make informative presentations with minimal difficulty.	Students make informative presentations with difficulty.	Students make informative presentations with great difficulty.
5.4.3. Use supporting materials for topic development e.g., research, personal experience, literature, interview, fact, opinion	Students use an extensive variety of materials for developing their topic.	Students use a variety of materials for developing their topic.	Students use some materials for developing their topic.	Students use very few materials for developing their topic.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
5.4.4. Demonstrate appropriate speaking vocabulary	Students use appropriate, higher level speaking vocabulary with few if any errors.	Students use appropriate speaking vocabulary with no significant errors.	Students use appropriate speaking vocabulary with a few significant errors.	Students use appropriate speaking vocabulary with many significant errors.
5.4.5. Use tone, emotion, verbal and nonverbal messages, facts and opinions effectively in oral presentations	Students use appropriate pitch, volume, and tone with ease.	Students use appropriate pitch, volume, and tone with minimal difficulty.	Students use appropriate pitch, volume, and tone with some difficulty.	Students use inappropriate pitch, volume, and tone.
5.4.6. Speak with purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students use an extensive variety of delivery techniques appropriate to the audience and purpose.	Students use a variety of delivery techniques appropriate to the audience and purpose.	Students use some delivery techniques appropriate to the audience and purpose.	Students use few delivery techniques appropriate to the audience and purpose.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>5.4.7. Participate as an active listener and speaker in group discussions</p>	Students always practice active listening and speaking in group discussions.	Students consistently practice active listening and speaking in group discussions.	Students sometimes practice active listening and speaking in group discussions.	Students rarely practice active listening and speaking in group discussions.
<b>Grade 6</b>				
<p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <p>6.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade</p>	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
<p>6.4.2. Use supporting materials for topic development e.g., research, personal experience, literature, interview</p>	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some diverse supporting materials for topic development.	Students use very few supporting materials for topic development.
<p>6.4.3. Incorporate literature in presentations, such as book reports</p>	Students incorporate literature in presentations in creative ways.	Students incorporate literature in presentations in substantive ways.	Students incorporate literature in presentations in typical ways.	Students have difficulty incorporating literature into presentations.
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>6.4.4. Summarize key ideas of a speaker</p>	Students summarize the key ideas of a speaker with few if any errors.	Students summarize the key ideas of a speaker with no significant errors.	Students summarize the key ideas of a speaker with a few significant errors.	Students summarize the key ideas of a speaker with many significant errors.
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p>6.4.5. Use appropriate volume and eye contact when speaking</p>	Students always use appropriate volume and eye contact when speaking.	Students consistently use appropriate volume and eye contact when speaking.	Students sometimes use appropriate volume and eye contact when speaking.	Students rarely use appropriate volume and eye contact when speaking.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 7</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
7.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
7.4.2. Use supporting materials for topic development e.g., research, personal experience, literature, interview	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some supporting materials for topic development.	Students use very few supporting materials for topic development.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
7.4.3. Incorporate research into presentations	Students incorporate research into presentations in sophisticated ways.	Students incorporate research into presentations in substantive ways.	Students incorporate research into presentations in typical ways.	Students have difficulty incorporating research into presentations.
7.4.4. Construct questions in response to a speaker	Students construct insightful questions in response to speaker.	Students construct substantive questions in response to speaker.	Students construct obvious questions in response to speaker.	Students have difficulty constructing questions in response to speaker.
7.4.5. Speak to entertain an audience e.g., story telling	Students speak to entertain an audience with ease.	Students speak to entertain an audience with minimal difficulty.	Students speak to entertain an audience with difficulty.	Students speak to entertain an audience with great difficulty.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
7.4.6. Use volume, eye contact, rate, and pronunciation effectively in oral presentations	Students always use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students consistently use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students sometimes use appropriate volume, eye contact, rate, and pronunciation in oral presentations.	Students rarely use appropriate volume, eye contact, rate, and pronunciation in oral presentations.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 8</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
8.4.1. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	Students present oral information with ease, in a manner appropriate to the audience and purpose.	Students present oral information with minimal difficulty, in a manner appropriate to the audience and purpose.	Students present oral information with difficulty, but in a manner appropriate to the audience and purpose.	Students present oral information with great difficulty, but in a manner appropriate to the audience and purpose.
8.4.2. Use supporting materials for topic development e.g., research, personal experience, literature, interview	Students use an extensive variety of supporting materials for topic development.	Students use a variety of supporting materials for topic development.	Students use some diverse supporting materials for topic development.	Students use very few supporting materials for topic development.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
8.4.3. Speak for different purposes e.g., group discussions, research presentations and demonstrations	Students speak with ease for a variety of different purposes.	Students speak with minimal difficulty for a variety of different purposes.	Students speak with difficulty for a variety of different purposes.	Students speak with great difficulty for a variety of different purposes.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
8.4.4. Use volume, eye contact, rate, pronunciation, and articulation effectively in oral presentations	Students always use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students consistently use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students sometimes use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.	Students rarely use appropriate volume, eye contact, rate, pronunciation, and articulation in oral presentations.
<b>Grade 9</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
9.4.1. Analyze the audience and adjust message and wording to suit purpose	Students identify a specific audience and appropriately and insightfully tailor messages to fit the purpose.	Students identify a specific audience and appropriately tailor message to fit purpose.	Students identify a general audience and tailor message to fit purpose.	Students have difficulty identifying an audience and tailoring a message to fit purpose.

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p>9.4.2. Use visual aids effectively in oral presentations</p> <p>9.4.3. Use notes and manuscripts to make oral presentations</p>	<p>Students use appropriate visual aids, notes, and manuscripts in oral presentations and effectively incorporate them into the presentation.</p>	<p>Students use appropriate visual aids, notes, and manuscripts in oral presentations and incorporate them into the presentation.</p>	<p>Students use inappropriate visual aids, notes, and manuscripts in oral presentations or ineffectively incorporate them into the presentation.</p>	<p>Students use inappropriate visual aids, notes, and manuscripts in oral presentations and ineffectively incorporate them into the presentation.</p>
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>9.4.4. Engage in a group discussion</p> <p>9.4.5. Use critical listening skills i.e., reflection</p>	<p>Students consistently engage in and enhance a group discussion.</p> <p>Students almost always use critical listening skills.</p>	<p>Students consistently engage in a group discussion.</p> <p>Students consistently use critical listening skills.</p>	<p>Students sometimes engage in a group discussion.</p> <p>Students sometimes use critical listening skills.</p>	<p>Students rarely engage in a group discussion.</p> <p>Students rarely use critical listening skills.</p>
<b>Grade 10</b>				
<p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <p>10.4.1. Analyze the audience and adjust message and wording to suit the purpose</p>	<p>Students identify a specific audience and appropriately and insightfully tailor messages to fit the purpose.</p>	<p>Students identify a specific audience and appropriately tailor message to fit the purpose.</p>	<p>Students identify a general audience and tailor message to fit the purpose.</p>	<p>Students have difficulty identifying an audience and tailoring message to fit the purpose.</p>
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p>10.4.2. Use appropriate body language in oral presentations</p>	<p>Students always use appropriate body language that enhances oral presentations.</p>	<p>Students consistently use appropriate body language in oral presentations.</p>	<p>Students sometimes use appropriate body language in oral presentations.</p>	<p>Students rarely use appropriate body language in presentations.</p>

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>10.4.3. Formulate questions in response to a verbal message</p>	<p>Students formulate insightful questions in response to a verbal message.</p>	<p>Students formulate appropriate questions in response to a verbal message.</p>	<p>Students formulate questions that may not be directly relevant in response to a verbal message.</p>	<p>Students formulate irrelevant questions in response to a verbal message.</p>
<b>Grade 11</b>				
<p>PLANNING FOR AN AUDIENCE/PURPOSE</p> <p>11.4.1. Analyze the audience and adjust message and wording to suit the purpose</p>	<p>Students identify a specific audience and tailor messages appropriately and insightfully to fit the purpose.</p>	<p>Students identify a specific audience and tailor messages appropriately to fit the purpose.</p>	<p>Students identify a general audience and tailor messages to fit the purpose.</p>	<p>Students have difficulty identifying an audience and tailoring a message to fit the purpose.</p>
<p>VERBAL AND NONVERBAL COMMUNICATION</p> <p><i>No benchmark expectations at this level</i></p>				
<p>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</p> <p>11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions</p>	<p>Students adapt strategies appropriately to an extensive variety of speaking and listening situations.</p>	<p>Students adapt strategies appropriately to a variety of speaking and listening situations with competent performance.</p>	<p>Students adapt strategies appropriately to some diverse speaking and listening situations.</p>	<p>Students adapt strategies to very few speaking and listening situations.</p>

**Standard 4: Students engage in the speaking and listening process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 12</b>				
<b>PLANNING FOR AN AUDIENCE/PURPOSE</b>				
12.4.1. Evaluate audience based on social characteristics, e.g., religion, culture, and gender	Students insightfully evaluate audience based on an extensive variety of social characteristics.	Students effectively evaluate audience based on a variety of social characteristics.	Students superficially evaluate audience or evaluate audience based on only some social characteristics.	Students evaluate audience based on very few social characteristics.
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations	Students use tone, inflection, pitch, and emphasis effectively and creatively in oral presentations.	Students use tone, inflection, pitch, and emphasis effectively in oral presentations.	Students use tone, inflection, pitch, and emphasis in typical ways in oral presentations.	Students have difficulty using tone, inflection, pitch, and emphasis in oral presentations.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking	Students perceive audience reaction while they are speaking, and make appropriate and insightful adjustments to their message and delivery.	Students perceive audience reaction while they are speaking, and make appropriate adjustments to their message and delivery.	Students perceive audience reaction while they are speaking, but make inappropriate adjustments to their message and delivery.	Students have difficulty perceiving audience reaction and making adjustments to their message and delivery.
12.4.4. Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages	Students insightfully use an extensive variety of critical listening responses to critique the accuracy of messages.	Students appropriately use a variety of critical listening responses to critique the accuracy of messages.	Students appropriately use some critical listening responses to critique the accuracy of messages.	Students appropriately use very few critical listening responses to critique the accuracy of messages.
12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches	Students use appropriate oral composition techniques for an extensive variety of speeches.	Students use appropriate oral composition techniques for a variety of speeches.	Students use appropriate oral composition techniques for some types of speeches.	Students use appropriate oral composition techniques for very few types of speeches.

## Standard 5: Students understand media

Standard 5: Students understand media.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
MEDIA GENRES				
K.5.1. Identify existing and developing media i.e., books, newspapers, television, computer programs	Students identify an extensive variety of media genres.	Students identify a variety of media genres.	Students identify some media genres.	Students identify very few media genres.
<b>Grade 1</b>				
MEDIA GENRES				
1.5.1. Identify existing and developing media i.e., radio, film, electronic sources	Students identify an extensive variety of media genres.	Students identify a variety of media genres.	Students identify some media genres.	Students identify few media genres.
<b>Grade 2</b>				
2.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of different existing and developing media.	Students identify some existing and developing media.	Students identify few existing and developing media.
2.5.2. Use appropriate media genres for a variety of reading and writing purposes	Students use an extensive variety of media genres for reading and writing purposes.	Students use a variety of media genres for reading and writing purposes.	Students use some media genres for reading and writing purposes.	Students use few media genres for reading and writing purposes.
2.5.3. Recognize the purposes of common types of media e.g., books, magazines, newspapers, television, electronic sources	Students recognize the purposes of an extensive variety of media.	Students recognize the purposes of a variety of media.	Students recognize the purposes of some types of media.	Students recognize the purposes of few types of media.

**Standard 5: Students understand media.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>INTERPRETING MEDIA</b>				
2.5.4. Analyze the main idea and supporting details of a media message such as an advertisement	Students show a sophisticated understanding of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize the significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize some significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.	Students recognize few significant aspects of the relationship between a media message and the content, characters, setting, and events portrayed.
2.5.5. Describe the main characters, the setting, and the sequence of events in media content				
<b>Grade 3</b>				
<b>MEDIA GENRES</b>				
3.5.1. Recognize existing and developing media	Students thoroughly identify all the significant characteristics of common and less common types of existing and developing media.	Students identify all the significant characteristics of common types of existing and developing media.	Students identify some significant characteristics of common types of existing and developing media.	Students identify few significant characteristics of common types of existing and developing media.
3.5.2. Recognize characteristics of common types of media e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources				
<b>USING MEDIA FOR A PURPOSE</b>				
3.5.3. Construct different samples of media genres to inform and entertain an audience i.e., posters, newsletters, brochures	Students construct samples of an extensive variety of different media genres.	Students construct samples of a variety of different media genres.	Students construct samples of some diverse media genres.	Students construct samples of few media genres.
3.5.4. Evaluate media products of peers and self using a rubric	Students evaluate media products using a rubric making few if any errors.	Students evaluate media products using a rubric making no significant errors.	Students evaluate media products using a rubric making a few significant or many minor errors.	Students evaluate media products using a rubric making many significant errors.

Standard 5: Students understand media.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>INTERPRETING MEDIA</p> <p>3.5.5. Describe elements in media to establish meaning i.e., main ideas, supporting details, fact and opinion</p>	<p>Students identify all the significant factors in a media text that establish meaning and shades of meaning.</p>	<p>Students identify the significant factors in a media text that establish meaning.</p>	<p>Students identify some significant factors in a media text that establish meaning.</p>	<p>Students identify few significant factors in a media text that establish meaning.</p>
<p>Grade 4</p>				
<p>MEDIA GENRES</p> <p>4.5.1. Recognize existing and developing media</p> <p>4.5.2. Describe characteristics of common types of media e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources</p>	<p>Students identify all the significant characteristics of common and less common types of existing and developing media.</p>	<p>Students identify all the significant characteristics of common types of existing and developing media.</p>	<p>Students identify some significant characteristics of common types of existing and developing media.</p>	<p>Students identify few significant characteristics of common types of existing and developing media.</p>
<p>USING MEDIA FOR A PURPOSE</p> <p>4.5.3. Construct samples of different media genres to inform, entertain, advertise, or persuade an audience</p> <p>4.5.4. Evaluate media products produced by peers and self using a rubric</p>	<p>Students construct samples of an extensive variety of different media genres.</p> <p>Students evaluate media products using a rubric making few if any errors.</p>	<p>Students construct samples of a variety of different media genres.</p> <p>Students evaluate media products using a rubric making no significant errors.</p>	<p>Students construct samples of some diverse media genres.</p> <p>Students evaluate media products using a rubric making a few significant or many minor errors.</p>	<p>Students construct samples of few media genres.</p> <p>Students evaluate media products using a rubric making many significant errors.</p>
<p>INTERPRETING MEDIA</p> <p>4.5.5. Analyze media content for meaning i.e., main idea, supporting details, fact and opinion, propaganda, persuasion</p>	<p>Students analyze most significant elements of media content for meaning.</p>	<p>Students analyze significant elements of media content for meaning.</p>	<p>Students analyze some significant elements of media content for meaning.</p>	<p>Students analyze few significant elements of media content for meaning.</p>

**Standard 5: Students understand media.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>4.5.6. Describe media production techniques and formats e.g., images and symbols, basic propaganda and persuasion, poster, slide show, billboards, brochures, and newsletters</p> <p><b>Grade 5</b></p> <p><b>MEDIA GENRES</b></p> <p>5.5.1. Describe existing and developing media</p> <p>5.5.2. Compare and contrast characteristics of common types of media e.g., books, magazines, newspapers, cartoons, radio, television, films, electronic sources</p> <p><b>USING MEDIA FOR A PURPOSE</b></p> <p>5.5.3. Produce samples of different media genres to inform, entertain, advertise, or persuade i.e., memoir, factual, persuasive, poetry, narrative</p> <p><b>INTERPRETING MEDIA</b></p> <p>5.5.4. Evaluate media content meaning i.e., important details, supporting details, propaganda and persuasion, sequence/timelines</p> <p>5.5.5. Demonstrate media production techniques and formats e.g., images and symbols, basic propaganda and persuasion, slide show, billboards, brochures, newsletters</p>	<p>Students describe an extensive variety of media production techniques.</p> <p>Students describe an extensive variety of existing and developing media.</p> <p>Students compare and contrast characteristics of common media in creative ways.</p> <p>Students produce samples of an extensive variety of different media genres.</p> <p>Students draw insightful conclusions about the meaning of media samples.</p> <p>Students demonstrate an extensive variety of media production techniques.</p>	<p>Students describe a variety of media production techniques.</p> <p>Students describe a variety of existing and developing media.</p> <p>Students compare and contrast characteristics of common media in substantive ways.</p> <p>Students produce samples of a variety of different media genres.</p> <p>Students draw substantive conclusions about the meaning of media samples.</p> <p>Students demonstrate a variety of media production techniques.</p>	<p>Students describe some diverse media production techniques.</p> <p>Students describe some diverse existing and developing media.</p> <p>Students compare and contrast characteristics of common media in obvious ways.</p> <p>Students produce samples of some media genres.</p> <p>Students draw superficial conclusions about the meaning of media samples.</p> <p>Students demonstrate some media production techniques.</p>	<p>Students describe few media production techniques.</p> <p>Students describe few existing and developing media.</p> <p>Students have difficulty comparing and contrasting characteristics of common media.</p> <p>Students produce samples of few different media genres.</p> <p>Students have difficulty drawing conclusions about the meaning of media samples.</p> <p>Students demonstrate few media production techniques.</p>

Standard 5: Students understand media.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 6</b>				
<b>MEDIA GENRES</b>				
6.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
<b>USING MEDIA FOR A PURPOSE</b>				
6.5.2. Use technology according to the district's appropriate use policy	Students always use technology in a responsible manner to construct media messages.	Students consistently use technology in a responsible manner to construct media messages.	Students sometimes use technology in a responsible manner to construct media messages.	Students rarely use technology in a responsible manner to construct media messages.
6.5.3. Construct media messages e.g., slide shows, brochures, newsletters, commercials, advertisements	Students construct media messages in an extensive variety of formats.	Students construct media messages in a variety of formats.	Students construct media messages in some formats.	Students construct media messages in very few formats.
<b>INTERPRETING MEDIA</b>				
6.5.4. Identify the point of view of a media message	Students identify point of view in media messages with few if any minor errors.	Students identify point of view in media messages with no significant errors.	Students identify point of view in media messages with few significant errors.	Students identify point of view in media messages with many significant errors.
6.5.5. Identify bias in media messages	Students identify bias in media messages with few if any errors.	Students identify bias in media messages with no significant errors.	Students identify bias in media messages with few significant errors.	Students identify bias in media messages with many significant errors.
6.5.6. Define plagiarism and its consequences	Students explain plagiarism and its consequences with significant details.	Students explain plagiarism and its consequences with some details.	Students explain plagiarism and its consequences with few details.	Students are unable to explain plagiarism and its consequences.

**Standard 5: Students understand media.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 7</b>				
<b>MEDIA GENRES</b>				
7.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
<b>USING MEDIA FOR A PURPOSE</b>				
7.5.2. Construct media messages e.g., slide shows, brochures, news articles, commercials, advertisements	Students construct media messages in an extensive variety of formats.	Students construct media messages in a variety of formats.	Students construct media messages in some format.	Students construct media messages in very few formats.
<b>INTERPRETING MEDIA</b>				
7.5.3. Assess the relevancy and accuracy of information in media messages	Students always assess the relevancy and accuracy of information in media messages.	Students consistently assess the relevancy and accuracy of information in media messages.	Students sometimes assess the relevancy and accuracy of information in media messages.	Students rarely assess the relevancy and accuracy of information in media messages.
7.5.4. Locate examples of freedom of expression in media messages	Students show insight in locating an extensive variety of examples of freedom of expression in media messages.	Students locate a variety of examples of freedom of expression in media messages.	Students locate some examples of freedom of expression in media messages.	Students locate very few examples of freedom of expression in media messages.
7.5.5. Define plagiarism and its consequences	Students explain plagiarism and its consequences, with significant details.	Students explain plagiarism and its consequences, with some details.	Students explain plagiarism and its consequences with few details.	Students are unable to explain plagiarism and its consequences.
<b>Grade 8</b>				
<b>MEDIA GENRES</b>				
8.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.

**Standard 5: Students understand media.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>USING MEDIA FOR A PURPOSE</b>				
8.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	Students use media for an extensive variety of purposes.	Students use media for a variety of purposes.	Students use media for some purposes.	Students use media for very few purposes.
8.5.3. Construct media messages e.g., editorials, news articles, commentaries, web sites, commercials, advertisements	Students construct media messages in an extensive variety of formats.	Students construct media messages in a variety of formats.	Students construct media messages in some formats.	Students construct media messages in very few formats.
<b>INTERPRETING MEDIA</b>				
8.5.4. Describe the role of the media in influencing and shaping public opinion	Students describe an extensive variety of ways in which the media shapes public opinion and the attitudes and thoughts of individuals.	Students describe a variety of ways in which the media shapes public opinion and the attitudes and thoughts of individuals.	Students describe some ways in which the media shapes public opinion and the attitudes and thoughts of individuals.	Students describe very few ways in which the media shapes public opinion and the attitudes and thoughts of individuals.
8.5.5. Show how media messages influence people in various ways e.g., comprehensiveness, appeal to emotions, attitudes and behaviors, authenticity, stereotyping				
8.5.6. Define plagiarism and its consequences	Students explain plagiarism and its consequences, with significant details.	Students explain plagiarism and its consequences, with some significant details.	Students explain plagiarism and its consequences, with few significant details.	Students are unable to explain plagiarism and its consequences.
8.5.7. Define copyright	Students define copyright with no errors.	Students define copyright with no significant errors.	Students define copyright with few significant or many minor errors.	Students define copyright with many significant errors.
<b>Grade 9</b>				
<b>MEDIA GENRES</b>				
9.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.

Standard 5: Students understand media.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>USING MEDIA FOR A PURPOSE</b></p> <p>9.5.2. Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes</p>	Students use media for an extensive variety of purposes.	Students use media for a variety of purposes.	Students use media for some purposes.	Students use media for very few purposes.
<p><b>INTERPRETING MEDIA</b></p> <p>9.5.3. Compare and contrast a written work and a media version</p>	Students identify the significant and some subtle similarities and differences between a written work and a media version.	Students identify the significant similarities and differences between a written work and a media version.	Students identify some significant similarities and/or differences between a written work and a media version.	Students identify very few similarities and differences between a written work and a media version.
<b>Grade 10</b>				
<p><b>MEDIA GENRES</b></p> <p>10.5.1. Identify existing and developing media</p>	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
<p><b>USING MEDIA FOR A PURPOSE</b></p> <p>10.5.2. Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes</p>	Students creatively use media for an extensive variety of purposes.	Students use media for a variety of purposes.	Students use media for some purposes.	Students use media for very few purposes.
<p><b>INTERPRETING MEDIA</b></p> <p>10.5.3. Evaluate the portrayal of ethnicity and lifestyles in media messages</p>	Students evaluate the portrayal of ethnicity and lifestyles in media messages.	Students evaluate the portrayal of ethnicity and lifestyles in media messages.	Students superficially evaluate the portrayal of ethnicity and lifestyles in media messages.	Students have difficulty evaluating the portrayal of ethnicity and lifestyles in media messages.

**Standard 5: Students understand media.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
10.5.4. Analyze media messages	Students provide insightful analyses of media messages.	Students provide substantive analyses of media messages.	Students provide superficial analyses of media messages.	Students have difficulty analyzing media messages.
<b>Grade 11</b>				
<b>MEDIA GENRES</b>				
11.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
<b>USING MEDIA FOR A PURPOSE</b>				
11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	Students creatively and appropriately apply media for an extensive variety of purposes.	Students apply media for a variety of purposes.	Students apply media for some purposes.	Students apply media for very few purposes.
<b>INTERPRETING MEDIA</b>				
11.5.3. Evaluate how coverage of the same events differs depending on the media type i.e., radio, television, and newspaper report of the same product or situation	Students provide an insightful evaluation of how coverage of the same events differs depending on media type.	Students provide a substantive evaluation of how coverage of the same events differs depending on media type.	Students provide a superficial evaluation of how the coverage of the same events differs depending on media type.	Students have difficulty evaluating how coverage of the same events differs depending on media type.
11.5.4. Evaluate the accuracy of details in media messages	Students consistently and insightfully evaluate the accuracy of details in media messages.	Students consistently evaluate the accuracy of details in media messages.	Students sometimes evaluate the accuracy of details in media messages.	Students rarely evaluate the accuracy of details in media messages.
11.5.5. Evaluate the impact of media messages on daily life and politics	Students provide an insightful evaluation of the impact of media messages on daily life and politics.	Students provide a substantive evaluation of the impact of media messages on daily life and politics.	Students provide a superficial evaluation of the impact of media messages on daily life and politics.	Students have difficulty evaluating the impact of media messages on daily life and politics.

**Standard 5: Students understand media.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 12</b>				
<b>MEDIA GENRES</b>				
12.5.1. Identify existing and developing media	Students identify an extensive variety of existing and developing media.	Students identify a variety of existing and developing media.	Students identify some existing and developing media.	Students identify very few existing and developing media.
<b>USING MEDIA FOR A PURPOSE</b>				
12.5.2. Create a media project for a purpose	Students create a media project that effectively serves a sophisticated purpose.	Students create a media project that effectively serves a clear purpose.	Students create a media project that inadequately serves a purpose.	Students have difficulty creating a media project that serves a purpose.
<b>INTERPRETING MEDIA</b>				
12.5.3. Evaluate instances of gender equity and political correctness in media messages	Students draw insightful conclusions when evaluating instances of gender equity and political correctness in media messages.	Students draw accurate conclusions when evaluating instances of gender equity and political correctness in media messages.	Students draw limited conclusions when evaluating instances of gender equity and political correctness in media messages.	Students have difficulty recognizing instances of gender equity and political correctness in media messages.
12.5.4. Evaluate media messages in their historical and/or cultural contexts and intended audience	Students insightfully evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.	Students adequately evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.	Students superficially evaluate media messages in their historical and/or cultural contexts with reference to their intended audiences.	Students have difficulty evaluating media messages in their historical and/or cultural contexts with reference to their intended audiences.
12.5.5. Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects	Students examine an extensive variety of advanced media techniques.	Students examine a variety of advanced media techniques.	Students examine some advanced media techniques.	Students examine very few advanced media techniques.

## Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Kindergarten</b>				
LANGUAGE CONVENTIONS/MECHANICS				
K.6.1. Use sentences to convey a message	Students add meaningful details to complete sentences to convey a message.	Students consistently use complete sentences and add some details to convey a message.	Students sometimes use complete sentences to convey a message.	Students rarely use complete sentences to convey a message.
K.6.2. Use conventions of punctuation, i.e., period	Students use developmentally-appropriate conventions of punctuation, with few if any errors.	Students use developmentally-appropriate conventions of punctuation, with no significant errors.	Students use developmentally-appropriate conventions of punctuation, with a few significant errors.	Students use developmentally-appropriate conventions of punctuation, with many significant errors.
K.6.3. Use pre-phonemic knowledge, letter sounds, knowledge of letter names, and commonly used words to spell independently	Students use developmentally-appropriate principles of spelling with few if any errors.	Students use developmentally-appropriate principles of spelling with no significant errors.	Students use developmentally-appropriate principles of spelling with a few errors.	Students use developmentally-appropriate principles of spelling with many errors.
<b>Grade 1</b>				
LANGUAGE CONVENTIONS/MECHANICS				
1.6.1. Use sentences to convey a message	Students add meaningful details to complete sentences to convey a message.	Students consistently use complete sentences with details to convey a message.	Students sometimes use complete sentences to convey a message.	Students rarely use complete sentences to convey a message.
1.6.2. Use developmentally-appropriate parts of speech i.e., proper and common nouns, singular and plural nouns, pronouns, and verbs	Students use developmentally-appropriate parts of speech with few if any errors.	Students use developmentally-appropriate parts of speech with no significant errors.	Students use developmentally-appropriate parts of speech with a few significant errors.	Students use developmentally-appropriate parts of speech with many significant errors.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.6.3. Use developmentally-appropriate capitalization i.e., proper nouns, beginning of sentences, titles	Students use developmentally-appropriate conventions of capitalization with few if any errors.	Students use developmentally-appropriate conventions of capitalization with no significant errors.	Students use developmentally-appropriate conventions of capitalization with a few significant errors.	Students rarely use developmentally-appropriate conventions of capitalizations.
1.6.4. Use developmentally-appropriate conventions of punctuation i.e., period, comma, question mark, exclamation marks	Students use developmentally-appropriate conventions of punctuation with few if any errors.	Students use developmentally-appropriate conventions of punctuation with no significant errors.	Students use developmentally-appropriate conventions of punctuation with a few significant errors.	Students rarely use developmentally-appropriate conventions of punctuation.
1.6.5. Use developmentally-appropriate principles of spelling i.e., inventive spelling, commonly used words in writing	Students use developmentally-appropriate principles of spelling with few if any errors.	Students use developmentally-appropriate principles of spelling with no significant errors.	Students use developmentally-appropriate principles of spelling with a few significant errors.	Students rarely use developmentally-appropriate principles of spelling.
<b>Grade 2</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
2.6.1. Use sentences to convey a message	Students use sentences to convey a message with few if any errors.	Students use sentences to convey a message with no significant errors.	Students use sentences to convey a message with a few significant or many minor errors.	Students rarely use sentences to convey a message.
2.6.2. Use parts of speech i.e., proper and common nouns, pronouns, verbs, adjectives, adverbs	Students are highly effective at using parts of speech with few if any errors.	Students effectively use parts of speech with no significant errors.	Students use parts of speech with a few significant errors.	Students use parts of speech with many significant errors.
2.6.3. Recognize the subject and predicate of a sentence	Students recognize subject and predicate with few if any errors.	Students recognize subject and predicate with no significant errors.	Students recognize subject and predicate with a few significant errors.	Students rarely recognize subjects and predicates.
2.6.4. Use capitalization i.e., proper nouns, beginning of sentences, titles	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use capitalization with a few significant errors.	Students rarely use capitalization.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.6.5. Use conventions of punctuation i.e., period, question mark, exclamation marks, commas, quotation marks	Students use conventions of punctuation with few if any errors.	Students use punctuation with no significant errors.	Students use punctuation with a few significant errors.	Students rarely use conventions of punctuation.
2.6.6. Use principles of spelling	Students use principles of spelling with few if any errors.	Students use principles of spelling with no significant errors.	Students use principles of spelling with a few significant errors.	Students use principles of spelling with many significant errors.
<b>Grade 3</b>				
LANGUAGE CONVENTIONS/MECHANICS				
3.6.1. Use parts of speech i.e., noun, verb, pronoun, adjective, adverb, prepositions, conjunctions	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with ease.	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with minimal difficulty.	Students use parts of speech, subjects/ predicates, and verb tenses in written and oral message with difficulty.	Students use parts of speech, subject/ predicates, and verb tenses in written and oral message with great difficulty.
3.6.2. Use subjects and predicates in simple and compound sentences				
3.6.3. Use verb tenses i.e., past, present, future				
3.6.4. Use capitalization i.e., proper nouns, titles of books, magazines	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use conventions of capitalization with few significant errors.	Students use conventions of capitalization with many significant errors.
3.6.5. Use conventions of punctuation i.e., ending punctuation, commas-in a series, with a conjunction, dates, city and state, greeting and closing of a letter, direct quotations, titles of books	Students use conventions of punctuation with few if any errors.	Students use conventions of punctuation with no significant errors.	Students use conventions of punctuation with few significant errors.	Students use conventions of punctuation with many significant errors.
3.6.6. Use principles of spelling e.g., double final consonant following short vowel, contractions, homophones	Students use conventions of spelling with few if any errors.	Students use conventions of spelling with no significant errors.	Students use conventions of spelling with few significant errors.	Students use conventions of spelling with many errors.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>FIGURATIVE LANGUAGE</p> <p>3.6.7. Use and interpret similes, metaphors, onomatopoeia and alliteration in oral and written messages</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with few if any errors.</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with no significant errors.</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with few significant errors.</p>	<p>Students use similes, metaphors, onomatopoeia, and alliteration in written and oral messages with many significant errors.</p>
<p><b>Grade 4</b></p>				
<p>LANGUAGE CONVENTIONS/MECHANICS</p> <p>4.6.1. Use parts of speech i.e., regular and irregular verbs, adverbs, prepositions, coordinating conjunctions</p> <p>4.6.2. Use subjects and predicates in simple and compound sentences</p> <p>4.6.3. Use appropriate verb tenses</p> <p>4.6.4. Use capitalization e.g., proper nouns, titles of books, magazines, newspapers, musical compositions</p> <p>4.6.5. Use conventions of punctuation i.e., ending punctuation, commas – with a conjunction and contractions, apostrophes in the possessive, underlining, quotation marks, italics for titles of documents, parentheses</p> <p>4.6.6. Use principles of spelling e.g., double final consonant following short vowel, roots, suffixes, prefixes</p>	<p>Students use parts of speech, subject/ predicates, and verb tenses with few if any errors.</p> <p>Students use conventions of capitalization with few if any errors.</p> <p>Students use conventions of punctuation with few if any errors.</p> <p>Students use principles of spelling with few if any errors.</p>	<p>Students accurately use parts of speech, subject/ predicates, and verb tenses with no significant errors.</p> <p>Students use conventions of capitalization with no significant errors.</p> <p>Students use conventions of punctuation with no significant errors.</p> <p>Students use principles of spelling with no significant errors.</p>	<p>Students attempt to use parts of speech, subject/ predicates, and verb tenses with a few significant errors.</p> <p>Students use conventions of capitalization with few significant errors.</p> <p>Students use conventions of punctuation with few significant errors.</p> <p>Students use principles of spelling with few significant errors.</p>	<p>Students use parts of speech, subject/ predicates, and verb tenses with many significant errors.</p> <p>Students use conventions of capitalization with many significant errors.</p> <p>Students use conventions of punctuation with many significant errors.</p> <p>Students use principles of spelling with many errors.</p>

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>FIGURATIVE LANGUAGE</b>				
4.6.7. Use and interpret the meaning of similes, metaphors, alliteration, onomatopoeia, and idioms	Students almost always use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students consistently use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students sometimes use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.	Students rarely use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.
<b>Grade 5</b>				
<b>CONVENTIONS/MECHANICS</b>				
5.6.1. Use parts of speech i.e., noun, verb, adjective, adverb, prepositions, conjunctions, interjections	Students use parts of speech, subject/ predicates, and verb tenses with few if any errors.	Students accurately use parts of speech, subject/ predicates, and verb tenses with no significant errors.	Students attempt to use parts of speech, subject/ predicates, and verb tenses with few significant errors.	Students use parts of speech, subject/ predicates, and verb tenses with many significant errors.
5.6.2. Use subjects and predicates in simple, compound, and complex sentences				
5.6.3. Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns				
5.6.4. Use capitalization e.g., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate	Students use conventions of capitalization with few if any errors.	Students use conventions of capitalization with no significant errors.	Students use conventions of capitalization with few significant errors.	Students use conventions of capitalization with many significant errors.
5.6.5. Use conventions of punctuation i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses	Students use conventions of punctuation with few if any errors.	Students use conventions of punctuation with no significant errors.	Students use conventions of punctuation with few significant errors.	Students use conventions of punctuation with many significant errors.
5.6.6. Use principles of spelling e.g., double final consonant following short vowel, Greek/Latin roots	Students use principles of spelling with few if any errors.	Students use principles of spelling with no significant errors.	Students use principles of spelling with few significant errors.	Students use principles of spelling with many errors.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p><b>FIGURATIVE LANGUAGE</b></p> <p>5.6.7. Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification</p>	<p>Students almost always use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>	<p>Students consistently use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>	<p>Students sometimes use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>	<p>Students rarely use and understand similes, metaphors, onomatopoeia, idioms, and alliteration.</p>
<b>Grade 6</b>				
<p><b>LANGUAGE CONVENTIONS/MECHANICS</b></p> <p>6.6.1. Use grade-appropriate conventions of sentence structure i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory</p> <p>6.6.2. Use grade-appropriate conventions of grammar; i.e., eight parts of speech and simple and perfect tense</p> <p>6.6.3. Use grade-appropriate mechanics and usage i.e., Capitalization: I, Proper Nouns, Proper Adjectives, and in sentences; Punctuation; end marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe, Usage: homonyms, spelling strategies for grade appropriate conventions of spelling</p>	<p>Students use grade-appropriate conventions of sentence structure with few if any minor errors.</p> <p>Students use grade-appropriate conventions of grammar with few if any minor errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.</p>	<p>Students use grade-appropriate conventions of sentence structure with no significant errors.</p> <p>Students use grade-appropriate conventions of grammar with no significant errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with no significant errors.</p>	<p>Students use grade-appropriate conventions of sentence structure with a few significant errors.</p> <p>Students use grade-appropriate conventions of grammar with a few significant errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with a few significant errors.</p>	<p>Students use grade-appropriate conventions of sentence structure with many significant errors.</p> <p>Students use grade-appropriate conventions of grammar with many significant errors.</p> <p>Students use grade-appropriate conventions of mechanics and usage with many significant errors.</p>
<p><b>FIGURATIVE LANGUAGE</b></p> <p>6.6.4. Identify and use similes, metaphors, idioms, alliteration, personification, and onomatopoeia</p>	<p>Students identify and use figurative language with few if any minor errors.</p>	<p>Students identify and use figurative language with no significant errors.</p>	<p>Students identify and use figurative language with a few significant errors.</p>	<p>Students identify and use figurative language with many significant errors.</p>

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 7</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
7.6.1. Use grade-appropriate conventions of grammar i.e., capitalization: dialogue, title of people and things; punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; usage: double negatives	Students use grade-appropriate conventions of grammar with few if any minor errors.	Students use grade-appropriate conventions of grammar with no significant errors.	Students use grade-appropriate conventions of grammar with a few significant errors.	Students use grade-appropriate conventions of grammar with many significant errors.
7.6.2. Use sentence structure i.e., simple, compound, complex	Students use a variety of sentence structures in creative ways with few if any minor errors.	Students use a variety of sentence structures with no significant errors.	Students use a variety of sentence structures with a few significant errors.	Students use a variety of sentence structures with many significant errors.
7.6.3. Use grade-appropriate mechanics and usage i.e., capitalization	Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.	Students use grade-appropriate conventions of mechanics and usage with no significant errors.	Students use grade-appropriate conventions of mechanics and usage with a few significant errors.	Students use grade-appropriate conventions of mechanics and usage with many significant errors.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
7.6.4. Use figurative language i.e., simile, metaphor, alliteration, personification, onomatopoeia, and hyperbole	Students identify and use figurative language with few if any minor errors.	Students identify and use figurative language with no significant errors.	Students identify and use figurative language with a few significant errors.	Students identify and use figurative language with many significant errors.
<b>Grade 8</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
8.6.1. Use varied sentence structure i.e., simple, compound, complex, and inverted order	Students use a variety of sentence structures in creative ways and with few if any minor errors.	Students use a variety of sentence structures with no significant errors.	Students use a variety of sentence structures with few significant errors.	Students use a variety of sentence structures with many significant errors.
8.6.2. Use conventions of grammar related to parts of speech; i.e., verbs progressive tense, complements	Students use grade-appropriate conventions of grammar with few if any minor errors.	Students use grade-appropriate conventions of grammar with no significant errors.	Students use grade-appropriate conventions of grammar with few significant errors.	Students use grade-appropriate conventions of grammar with many significant errors.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>8.6.3. Use grade-appropriate mechanics and usage i.e., capitalization: publications and in letters; punctuation: commas, semi colons, colons, quotation marks, underlining, hyphens, apostrophes; usage: misplaced modifiers</p> <p>LANGUAGE CONTEXT</p>	Students use grade-appropriate conventions of mechanics and usage with few if any minor errors.	Students use grade-appropriate conventions of mechanics and usage with no significant errors.	Students use grade-appropriate conventions of mechanics and usage with a few significant errors.	Students use grade-appropriate conventions of mechanics and usage with many significant errors.
8.6.4. Identify social differences in language e.g., the use of slang, cliché, formal and informal styles	Students identify social differences in language with few if any minor errors.	Students identify social differences in language with no significant errors.	Students identify social differences in language with a few significant errors.	Students identify social differences in language with many significant errors.
8.6.5. Identify cultural and regional differences in language use e.g., different dialects and language diversity	Students identify cultural and regional differences in language with few if any significant errors.	Students identify cultural and regional differences in language with no significant errors.	Students identify cultural and regional differences in language with a few significant errors.	Students identify cultural and regional differences in language with many significant errors.
8.6.6. Locate examples of professional uses of language including jargon and formal styles	Students identify examples of professional uses of language with few if any minor errors.	Students identify examples of professional uses of language with no significant errors.	Students identify examples of professional uses of language with a few significant errors.	Students identify examples of professional uses of language with many significant errors.
LITERARY ELEMENTS AND TECHNIQUES				
8.6.7. Use figurative language including simile, metaphor, alliteration, personification, onomatopoeia, hyperbole, and point of view	Students use figurative language with few if any minor errors.	Students use figurative language with no significant errors.	Students use figurative language with a few significant errors.	Students use figurative language with many significant errors.
<b>Grade 9</b>				
LANGUAGE CONVENTIONS/MECHANICS				
9.6.1. Identify conventions of grammar related to sentence structure i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, clausal and phrasal patterns	Students identify conventions of grammar related to sentence structure with few if any errors.	Students identify conventions of grammar related to sentence structure with no significant errors.	Students identify conventions of grammar related to sentence structure with a few significant or many minor errors.	Students identify conventions of grammar related to sentence structure with many significant errors.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
9.6.2. Use conventions of grammar related to parts of speech i.e., verb tense and agreement	Students use conventions of grammar related to parts of speech to enhance meaning with few if any errors.	Students use conventions of grammar related to parts of speech with no significant errors.	Students use conventions of grammar related to parts of speech with a few significant or many minor errors.	Students use conventions of grammar related to parts of speech with many significant errors.
9.6.3. Use conventions of punctuation	Students correctly use conventions of punctuation to enhance meaning with no errors.	Students correctly use conventions of punctuation with no significant errors.	Students use conventions of punctuation with a few significant or many minor errors.	Students use conventions of punctuation with many significant errors.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
9.6.4. Identify idiomatic language and figurative language i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, paradox	Students identify figurative language and idiomatic language with no errors.	Students identify figurative language and idiomatic language with no significant errors.	Students identify figurative language and idiomatic language with a few significant or many minor errors.	Students identify figurative language and idiomatic language with many significant errors.
9.6.5. Identify the use of sound patterns in language i.e., alliteration, assonance, consonance	Students identify the use of sound patterns in language with no errors.	Students identify the use of sound patterns in language with no significant errors.	Students identify the use of sound patterns in language with a few significant or many minor errors.	Students identify the use of sound patterns in language with many significant errors.
9.6.6. Interpret symbolism	Students provide insightful interpretations of symbolism and point to support for their interpretations.	Students provide reasonable interpretations of symbolism and point to support for their interpretations.	Students provide either implausible interpretations of symbolism or cannot point to support for their interpretations.	Students provide both implausible and unsupported interpretations of symbolism.
<b>LANGUAGE CONTEXT</b>				
9.6.7. Locate cultural differences in language i.e., colloquialisms, regional and ethnic dialects, indigenous vocabulary	Students locate cultural differences in language with ease.	Students locate cultural differences in language with minimal difficulty.	Students locate cultural differences in language with difficulty.	Students locate cultural differences in language with great difficulty.
9.6.8. Identify gender perspectives in language i.e., biased language	Students identify gender perspective in language with ease.	Students identify gender perspective in language with minimal difficulty.	Students identify gender perspective in language with difficulty.	Students identify gender perspective in language with great difficulty.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 10</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
10.6.1. Use conventions of grammar related to sentence structure i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, clausal and phrasal patterns	Students use conventions of grammar related to sentence structure with few if any errors.	Students use conventions of grammar related to sentence structure with no significant errors.	Students use conventions of grammar related to sentence structure with a few significant or many minor errors.	Students use conventions of grammar related to sentence structure with many significant errors.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
10.6.2. Analyze figurative language i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, paradox	Students insightfully analyze figurative language.	Students effectively perform an analysis of the use of figurative language.	Students somewhat effectively analyze the use of figurative language.	Students ineffectively analyze figurative language.
10.6.3. Interpret the use of sound patterns in language i.e., alliteration, assonance, consonance	Students interpret the use of sound patterns in language with few if any errors.	Students interpret the use of sound patterns in language with no significant errors.	Students interpret the use of sound patterns in language with a few significant or many minor errors.	Students interpret the use of sound patterns in language with many significant errors.
<b>LANGUAGE CONTEXT</b>				
10.6.4. Critique cultural differences in language e.g., colloquialisms, regional and ethnic dialects, indigenous vocabulary	Students insightfully critique how cultural differences and gender perspectives are reflected in language.	Students effectively critique how cultural differences and gender perspectives are related in language.	Students superficially critique how cultural differences and gender perspectives are reflected in language.	Students have difficulty critiquing how cultural differences and gender perspectives are reflected in language.
10.6.5. Critique gender perspectives in language i.e., biased language				
<b>Grade 11</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise	Students use conventions of grammar, usage, and punctuation to edit and revise with few if any minor errors.	Students use conventions of grammar, usage, and punctuation to edit and revise with no significant errors.	Students use conventions of grammar, usage, and punctuation to edit and revise with a few significant or many minor errors.	Students use conventions of grammar, usage, and punctuation to edit and revise with many significant errors.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
11.6.2. Apply the use of sound patterns in language i.e., alliteration, assonance, consonance	Students apply sound patterns in language with no errors.	Students apply sound patterns in language with no significant errors.	Students apply sound patterns in language with a few significant or many minor errors.	Students apply sound patterns in language with many significant errors.
11.6.3. Identify the use of language in different literary forms i.e., satire and parody	Students identify the use of language in different literary forms with no errors.	Students identify the use of language in different literary forms with no significant errors.	Students identify the use of language in different literary forms with a few significant or many minor errors.	Students identify the use of language in different literary forms with many significant errors.
<b>LANGUAGE CONTEXT</b>				
11.6.4. Identify emotionally charged language	Students identify emotionally charged language with no errors.	Students identify emotionally charged language with no significant errors.	Students identify emotionally charged language with a few significant errors.	Students identify emotionally charged language with many significant errors.
<b>Grade 12</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
12.6.1. Use conventions of grammar, usage, and punctuation to edit and revise	Students use conventions of grammar, usage, and punctuation with few if any errors.	Students use conventions of grammar, usage, and punctuation with no significant errors.	Students use conventions of grammar, usage, and punctuation with a few significant or many minor errors.	Students use conventions of grammar, usage, and punctuation with many significant errors.
<b>LITERARY ELEMENTS AND TECHNIQUES</b>				
12.6.2. Apply figurative language i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, paradox	Students use figurative language with few if any errors.	Students use figurative language with no significant errors.	Students use figurative language with a few significant or many minor errors.	Students use figurative language with many significant errors.
12.6.3. Interpret the use of language in different literary forms i.e., satire, parody	Students insightfully interpret the use of language in different literary forms.	Students provide reasonable interpretations of the use of language in different literary forms.	Students provide superficial interpretations of the use of language in different literary forms.	Students have difficulty interpreting the use of language in different literary forms.

**Standard 6: Students understand and use principles of language.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	<b>ADVANCED PROFICIENT</b>	<b>PROFICIENT</b>	<b>PARTIALLY PROFICIENT</b>	<b>NOVICE</b>
12.6.4. Identify allegory	Students identify allegory with few if any errors.	Students identify allegory with no significant errors.	Students identify allegory with a few significant errors.	Students identify allegory with many significant errors.
LANGUAGE CONTEXT				
<i>No benchmark expectations at this level</i>				

## GLOSSARY

**authentic text** – 1. text materials representative of the real world; nonacademic text; as bus schedules, directions for assembling a computer, etc. 2. in student programs, text that has not been altered in form or content, as original publications of children’s literature or books designed for guided reading instruction

**consistently**- most of the time

**correctly** – accurately

**decodable texts** – texts that are written around and feature many regular letter-sound patterns.

**decoding**- to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

**deep** – a good grasp of

**effectively** – proficient

**fluency** – the ability to read a text accurately and quickly

**frequently** – most of the time

**imaginative** – creative

**indigenous vocabulary** – words common to a particular region

**invented spelling** – the result of an attempt to spell a word whose spelling is not already known, based on a writer’s knowledge of the spelling system and how it works

**listening vocabulary** – the number of words a person understands when they are heard in speech; hearing vocabulary

**literacy** – the ability to read and communicate through text

**media genres** – means of communication, especially of mass communication, as books, newspapers, magazines, radio, television, motion pictures, recordings, etc.

North Dakota English Language Arts  
Content and Achievement Standards

**often** – most of the time

**onset and rime** – an onset is the initial consonant(s) sound of a syllable (the onset of bag is b-; of swim, sw-).A rime is the part of a syllable that contains the vowel and all that follows it (the rime of bag is –ag; of swim, -im)

**phonemic awareness** – the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words

**phonics** - the understanding that there is a predictable relationship between the sounds of spoken language and the letters and spelling that represent those sounds in written language

**phonological awareness** – refers to awareness of many aspects of spoken language, including words within sentences, syllables within words, and phonemes within syllables and words

**purposes of writing** – the three purposes for writing are to inform, persuade, and entertain.

**quickly** - at a fast pace

**reading genre** – a category used to classify literary works, usually by form, technique, or content.

**reading vocabulary** – the words we need to know to understand what we read

**reasonable** – close

**regularly** - most of the time

**routinely** - most of the time

**segmentation** – break a word into its separate sounds.

**speaking vocabulary** – the number of different words ordinarily used by a person for meaningful oral communication

**syntax** - the pattern or structure of word order in sentences, clauses, and phrases

**systematically** – in an organized fashion

**text to self** – reader makes connections between the text and their own life. These connections enhance students' understanding.

**text to text** - reader makes connections between the text being read with other texts that have been read. Good readers relate characters, theme, plot, setting, and author's purpose with other texts.

**text to world** – reader makes connections between texts and his or her background knowledge. These real life connections enhance understanding.

**vocabulary** - the words we must know to communicate effectively: number words, words to describe people, places, things, events, shapes, color, size, location, actions, synonyms, common figures of speech

**word wall** - a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom.

**writing genre** – a particular type or category of writing. The variety of genres students produce may include memoir, poetry, nonfiction, realistic fiction, recipes, biography, fantasy, comic books, and movie or book reviews.

**writing vocabulary** – the words we use in writing

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