

STANDARDS	BENCHMARK OBJECTIVES	PERFORMANCE INDICATORS	SKILLS
	<p>3 Use a variety of sources and skills to develop a reading vocabulary</p> <p>4 Apply various comprehension strategies to understand written/oral text</p>	<p>3A Use structural analysis. (K-2)</p> <p>3B Use multiple sources to develop vocabulary (K-2)</p> <p>4A Use comprehension strategies (K-2)</p>	<p>2B7 Identify short and long vowel patterns (1-2)</p> <p>2B8 Use initial and final digraphs and blends (1-2)</p> <p>2B9 Begin to read words with irregular patterns (1-2)</p> <p>2B10 Decode multiple syllable words (1-2)</p> <p>2B11 Use spelling patterns and rules (1-2)</p> <p>3A1 Use word parts to identify words (1-2)</p> <p>3A2 Recognize number of syllables in words (K-2)</p> <p>3A3 Recognize rules of syllabication (2)</p> <p>3A4 Recognize compound words and contractions (1-2)</p> <p>3A5 Use base words and endings to recognize words (1-2)</p> <p>3A6 Use prefixes and suffixes to recognize words (1-2)</p> <p>3A7 Identify synonyms and antonyms (2)</p> <p>3A8 Define multiple meaning words (2)</p> <p>3B1 Develop new vocabulary from a variety of sources (i.e. teacher literature, environment, picture clues, oral and written) (K-2)</p> <p>3B2 Use alphabetical order (1-2)</p> <p>3B3 Use glossary (1-2)</p> <p>3B4 Sort common objects into categories (K)</p> <p>3B5 Identify real life connections between words (K-1)</p> <p>3B6 Distinguish shades of meanings for words (K-2)</p> <p>4A1 Predict outcomes (K-2)</p> <p>4A2 Sequence events (K-2)</p> <p>4A3 Identify cause and effect (K-2)</p> <p>4A4 Activate prior Knowledge (K-2)</p> <p>4A5 Identify main idea and details (K-2)</p> <p>4A6 Understand non-linguistic representation (K-2)</p> <p>4A7 Browse(1-2)</p> <p>4A8 Draw conclusions (K-2)</p> <p>4A9 Summarize(K-2)</p>

STANDARDS	BENCHMARK OBJECTIVES	PERFORMANCE INDICATORS	SKILLS
	<p>5 Demonstrate the ability to read texts fluently</p> <p>6 Demonstrate general skills in reading, analyzing, and interpreting literature</p>	<p>5A Develop fluency (K-2)</p> <p>6A Identify literary elements (K-2)</p> <p>6B Identify literary devices (K-2)</p>	<p>4A10 Identify author's purpose (K-2)</p> <p>4A11 Take notes (2)</p> <p>4A12 Think aloud (1-2)</p> <p>4A13 Re-tell (K-2)</p> <p>4A14 Make inferences (K-2)</p> <p>4A15 Analyze text (K-2)</p> <p>4A16 Compare and contrast (K-2)</p> <p>4A17 Identify similarities and differences (K-2)</p> <p>4A18 Use picture clues (K)</p> <p>4A19 Identify fact and opinion (2)</p> <p>4A20 Recognize essential and non essential information (2)</p> <p>5A1 Model fluent reading (K-2)</p> <p>5A2 Develop oral reading including:(K-2)</p> <ul style="list-style-type: none"> -Accuracy -Articulation -Punctuation -Rate -Phrasing -Expression -Group reading -Self correct -Re-reading <p>5A3 Develop sight words (K-2)</p> <ul style="list-style-type: none"> -word walls <p>6A1 Identify characters (K-2)</p> <p>6A2 Identify setting (K-2)</p> <p>6A3 Identify plot (K-2)</p> <p>6A4 Utilize story mapping (1-2)</p> <p>6A5 Identify genre including: (K-2)</p> <ul style="list-style-type: none"> -Realistic Fiction -Expository Text -Drama -Non-fiction -Poetry -Fairytale -Folktale -Fantasy -Historical Fiction -Fable -Biography -Tall tale -Myth -Legend <p>6B1 Identify and use rhymes(K-2)</p> <p>6B2 Identify rhythm (K-1)</p> <p>6B3 Recognize patterns (K-1)</p> <p>6B4 Read predictable books (K-1)</p>

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			6B5 Recognize alliteration (2) 6B6 Identify personification (2)
<p>II DEMONSTRATE COMPETENCE IN APPLYING THE CHARACTERISTICS OF EFFECTIVE WRITING (FOCUS, CONTENT, ORGANIZATION, STYLE AND CONVENTIONS) AS WELL AS THE WRITING PROCESS TO EXPRESS IDEAS IN ALL MODES</p> <p>PDE: 1.4, 1.5, 1.7</p> <p>Common Core Reading Standards Foundational Skills</p> <p>Common Core Language Standards</p> <p>Common Core Writing Standards</p>	<p>1 Produce different types of writing</p> <p>2 Develop competence in the basic skills and strategies of the writing process</p> <p>3 Begin to develop an understanding of the characteristics of effective writing</p>	<p>1A Use early forms of writing to express ideas (K-1)</p> <p>1B Produce narrative pieces (1-2)</p> <p>1C Informational (K-2)</p> <p>2A Demonstrate basic writing process skills (K-2)</p> <p>3A Use characteristics of effective writing (K-2)</p>	<p>1A1 Dictating(K-2)</p> <p>1A2 Draw illustrations (K-1)</p> <p>1A3 Compose journals (K-2)</p> <p>1B1 Write pieces that contain basic information about people, places, and things which include relevant illustrations and simple plot (1-2)</p> <p>1B2 Write poetry (2)</p> <p>1CA Write informational expository pieces (K-2)</p> <p>1D Write opinion pieces (K-2)</p> <p>2A1 Prewriting -Pictures (K-1) -Dictation (K-1) -Word walls (K-2) -Graphic organizers (2)</p> <p>2A2 Draft -Write sentences (K-2) -Use inventive spellings (K-2) -Focus on topic (1-2)</p> <p>2A3 Revise -Add/delete details (K-2) -Self-evaluation (rubric) (K-2)</p> <p>2A4 Edit -Use capitalization (1-2) -Use punctuation (1-2) -Spelling (1-2) -Self-evaluation (rubric) (K-2)</p> <p>2A5 Publish -Handwriting (K-2) -Presentation (1-2) -Illustrations (K-2) -Digital Tools(K-2)</p> <p>3A1 Focus -Identify purpose (K-2) -Develop background experience (k-2) -Identify topic (K-2) -Identify task (K-2) -Identify audience (K-2)</p> <p>3A2 Content -Provide details (K-2) -Distinguish beginning, middle, end (1-2) -Write a series of paragraphs (2)</p> <p>3A3 Organization -write beginning, middle ,end (1-2) -Compose graphic organizers (2) -Write sentences (K-2)</p> <p>3A4 Conventions -Utilize capitalization including: (K-2) - Names(K) -Beginning sentences (K-1)</p>

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	<p>4 Develop mechanics of handwriting</p>	<p>4A Demonstrate proper letter formation</p>	<ul style="list-style-type: none"> -Pronoun "I" (1) -Proper nouns (1-2) -Titles (2) -Utilize Punctuation including: <ul style="list-style-type: none"> -Periods (K-2) -Question marks (K-2) -Exclamation marks (K-2) -Spacing (K-2) -Use correct spelling -Including common and frequently used words (K-2) Grammar Demonstrate correct usage of: <ul style="list-style-type: none"> -Naming words/nouns (1-2) -Action words/verbs (1-2) -Describing words/adjectives (1-2) -Pronouns (1-2) -Compound words (1-2) -Contractions (1-2) -Complete subject of sentence (1-2) -Complete predicate of sentence (K-2) -Sentence formation (K-2) -Telling sentence (K-2) -Question (K-2) -Exclamatory sentence (K-2) -Adverbs (2) -Conjunctions (1-2) -Prepositions(K-2) -Plural Nouns (K-2) 3A5 Style Demonstrate correct usage of: <ul style="list-style-type: none"> -Descriptive words (K) -Nouns and verbs (K-2) -Sentence structure (2) 4A1 Form manuscript letters correctly (K-2) 4A2 Begin cursive handwriting (2) 4A3 Apply handwriting skills in all writing (K-2)

STANDARDS	BENCHMARK OBJECTIVES	PERFORMANCE INDICATORS	SKILLS
<p>III DEMONSTRATE COMPETENCE IN LISTENING AND SPEAKING FOR A VARIETY OF AUDIENCES AND PURPOSES AS A TOOL FOR LEARNING</p> <p>PDE: 1.6, 1.7</p> <p>COMMON CORE SPEAKING AND LISTENING</p> <p>COMMON CORE LANGUAGE STANDARDS</p>	<p>1 Develop skills in speaking and listening</p>	<p>1A Demonstrate effective listening skills (K-2)</p> <p>2A Demonstrate effective speaking skills (K-2)</p> <p>3A Recognize formal and informal language</p>	<p>1A1 Listen to others through(K-2) -Eye contact -Body language -Focusing on topics to respond appropriately</p> <p>1A2 Listen to literature. (K-2) -Identify story elements -Identify purpose through questioning -Distinguish between information and opinions (K-2)</p> <p>2A1 Presentation (K-2) Employ usage of: -Eye contact -Body language -Feeling tone -Focus on topic -Beginning-middle-end -Articulation (rate, volume, pronunciation, expression, stress) -Ask relevant questions -Visual aids - Audio aids</p> <p>3A1 Compare formal and informal uses of language (2)</p>
<p>IV USE A VARIETY OF INFORMATIONAL RESOURCES AND STUDY SKILLS TO GATHER, SYNTHESIZE, EVALUATE AND CREDIT SOURCES TO COMMUNICATE INFORMATION</p> <p>PDE: 1.8, 1.9</p> <p>Common Core Reading Standards for Informational</p> <p>Common Core Writing Standards</p> <p>Common Core Language Standards</p>	<p>1 Demonstrate ability to locate information using appropriate sources and strategies</p> <p>2 Organize information for understanding</p>	<p>1A Locate information (K-2)</p> <p>1B Use Library catalog to find books (2)</p> <p>2A Organize and interpret data (K-2)</p> <p>2B Research (K-2)</p>	<p>1A1 Utilize table of contents (1-2)</p> <p>1A2 Utilize glossary (1-2)</p> <p>1A3 Utilize dictionary (2)</p> <p>1A4 Utilize index (2)</p> <p>1B1 Utilize library catalog</p> <p>1B2 Share and explain (K-2)</p> <p>2A1 Interpret graphs (K-2)</p> <p>2A2 Interpret diagrams (1-2)</p> <p>2A3 Read and understand charts (1-2)</p> <p>2A4 Read and understand tables (1-2)</p> <p>2A5 Create, interpret and use Graphic Organizers (1-2)</p> <p>2A6 Utilize media (K-2)</p> <p>2B1 Generate questions (K-2)</p> <p>2B2 Recall information from experiences (K-2)</p> <p>2B3 Share research and writing (K-2)</p>

SUBJECT: READING-LANGUAGE ARTS – GRADES 3-5

STANDARDS: THE GENERAL SKILLS/ABILITIES A STUDENT MUST HAVE DEMONSTRATED IN ORDER TO GRADUATE IN THIS AREA OF STUDY.

BENCHMARK OBJECTIVES: MORE SPECIFIC DEFINITIONS THAT TEACHERS CAN FOLLOW TO MEASURE A STUDENT'S PERFORMANCE AT VARIOUS STAGES IN HIS/HER SCHOOL CAREER.

PERFORMANCE INDICATORS: THE ACTUAL BEHAVIORS THAT TEACHERS WILL ASSESS TO ENSURE THAT A STUDENT HAS ACHIEVED BENCHMARK OBJECTIVES.

SKILLS: SKILLS NEEDED BY A STUDENT IN ORDER TO BE SUCCESSFUL IN DEMONSTRATING THE PERFORMANCE INDICATORS.

STANDARDS	BENCHMARK OBJECTIVES	PERFORMANCE INDICATORS	SKILLS
<p>I UTILIZE COMPREHENSION, DECODING, AND VOCABULARY SKILLS TO BECOME A FLUENT INDEPENDENT READER WHO UNDERSTANDS AND APPRECIATES A VARIETY OF TEXTS</p> <p>PDE: 1.1, 1.2, 1.3</p> <p>READING STANDARDS FOR LITERATURE K-5</p> <p>READING STANDARDS FOR INFORMATIONAL K-5</p> <p>READING STANDARDS: FOUNDATIONAL SKILLS K-5</p>	<p>1 Demonstrate fluency as an independent reader</p> <p>2 Read and understand literature and informational text</p> <p>3 Use word attack skills</p> <p>4 Demonstrate use of vocabulary skills</p>	<p>1A Read grade-appropriate materials with accuracy and at an acceptable rate (3-5)</p> <p>1B Self-correct mistakes from selected text (3-5)</p> <p>2A Recognize literary elements in stories (3-5)</p> <p>2B Identify literary devices in literature (3-5)</p> <p>2C Read, understand, recognize, identify and respond to works from various genres of literature (3-5)</p> <p>2D Recognize and determine meaning of different types of words and phrases (3-5)</p> <p>3A Use phonological awareness (3-5)</p> <p>4A Use context clues (3-5)</p> <p>4B Use structural analysis (3-5)</p>	<p>1A1 Use appropriate rhythm, flow, meter, expression and pronunciation (3-5)</p> <p>1B1 Recognize mistakes (3-5)</p> <p>1B2 Identify corrections (3-5)</p> <p>2A1 Identify characters, setting, and plot (3-5)</p> <p>2A2 Identify point of view (4-5)</p> <p>2A3 Identify theme (5)</p> <p>2B1 Identify rhyme and rhythm (3-5)</p> <p>2B2 Identify alliteration (3-5)</p> <p>2B3 Describe how authors use similes, metaphors, and personification (5)</p> <p>2B4 Identify and describe how authors use figurative language (3-5)</p> <p>2C1 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text (3-5)</p> <p>2C2 Determine a theme of a story, drama, or poem from details in the text; summarize the text (4-5)</p> <p>2D1 Discriminate between the use of standard and non-standard English in literature (3-5)</p> <p>2D2 Determine the meaning of general academic and domain specific words and phrases relevant to grade level curriculum (3-5)</p> <p>3A1 Read sight words (3)</p> <p>3A2 Discriminate between long and short vowel sounds (3)</p> <p>3A3 Use morphology (base words, word roots, and affixes to recognize words) (3-5)</p> <p>3A4 Use syllabication to recognize words (3-5)</p> <p>3A5 Recognize digraphs and blends (3-5)</p> <p>4A1 Read surrounding text to determine meaning of unknown words (3-5)</p> <p>4B1 Use base words, word roots, and</p>

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	5 Read to obtain meaning	<p>4C Use dictionary and glossary skills (3-5)</p> <p>4D Use meaning and knowledge of words across content areas to develop vocabulary (3-5)</p> <p>5A Recognize purpose and type of text (3-5)</p> <p>5B Analyze the text format (3-5)</p> <p>5C Use self-monitoring comprehension strategies (3-5)</p> <p>5D Demonstrate understanding and interpretation of text and text structure (3-5)</p>	<p>affixes to determine meaning of unknown words (3-5)</p> <p>4B2 Recognize compound words to determine meaning (3-5)</p> <p>4B3 Identify contractions for meaning (3-5)</p> <p>4B4 Identify and use synonyms and antonyms, homophones; multiple meaning words (3-5)</p> <p>4C1 Know alphabetical order (3-4)</p> <p>4C2 Use guide words (4-5)</p> <p>4C3 Find the pronunciation and determine or clarify the precise meaning of key words and phrases (3-5)</p> <p>4D1 Transfer content specific vocabulary across content areas (3-5)</p> <p>5A1 Distinguish between informative, persuasive, and entertaining text (3-5)</p> <p>5B1 Read and identify title and headings and locate chapters, pictures, captions, charts, and tables (3-5)</p> <p>5C1 Predict, revise predictions, reread, make inferences, compare and contrast, determine cause and effect and problem solution (3-5)</p> <p>5D1 Retell, summarize, or sequence the main ideas, details, and themes of text (3-5)</p> <p>5D2 Clarify ideas and understandings through rereading and discussion in all academic areas (3-5)</p> <p>5D3 Support assertions about one or more texts with evidence from text(s) (3-5)</p> <p>5D4 Differentiate fact from opinion within a text (3-5)</p> <p>5D5 Distinguish between essential – nonessential information within and across a variety of text, identifying exaggeration (bias) where present (3-5)</p> <p>5D6 Refer to and explain text structure of poetry, such as stanza</p> <p>5D7 Refer to and explain text structure of dramas, such as cast, stage directions, and dialogue</p>

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	<p>3 Develop knowledge of the characteristics of effective writing</p> <p>4 Develop mechanics of handwriting</p>	<p>2F Present to audience (3-5)</p> <p>3A Identify focus in writing (3-5)</p> <p>3B Sufficiently develop content with some explanation (3-5)</p> <p>3C Write compositions with some attempt to use logical order within sentences and paragraphs (3-5)</p> <p>3D Write compositions with some attempt to show personal style (3-5)</p> <p>3E Demonstrate the command of conventions in English grammar and usage when writing or speaking (3-5)</p> <p>4A Write manuscript and cursive legibly (3-5)</p>	<p>and publish writing</p> <p>2F1 Share final copy (3-5)</p> <p>3A1 Write to a topic and audience (3-5)</p> <p>3B1 Select and organize information appropriate for the topic (3-5)</p> <p>3C1 Include an introduction, body, and conclusion (3-5)</p> <p>3C2 Use logical sequence of events within paragraphs (3-5)</p> <p>3C3 Create some transitions between sentences and paragraphs (3-5)</p> <p>3D1 Vary types and lengths of sentences (3-5)</p> <p>3D2 Write with descriptive language and vivid verbs (3-5)</p> <p>3D3 Compose with some attempt to show tone and voice (5)</p> <p>3E1 Spell frequently used words correctly (3-5)</p> <p>3E2 Capitalize correctly (3-5)</p> <p>3E3 Punctuate correctly using commas, quotations, etc. (3-5)</p> <p>3E4 Explain the function and compose sentences using nouns, pronouns, verbs, adjectives, and adverbs (3-5)</p> <p>3E5 Explain the function and use conjunctions (4-5)</p> <p>3E6 Explain the function and use prepositions in sentences (4-5)</p> <p>3E7 Explain the function and use interjections in sentences (5)</p> <p>3E8 Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative (3-5)</p> <p>3E9 Produce complete sentences, recognizing and correcting fragments and run-ons (3-5)</p> <p>3E10 Form and use regular, irregular, and simple verb tenses (3-5), progressive (4-5), perfect (5)</p> <p>3E11 Use verb tense to convey various times, sequences, states and conditions (5)</p> <p>4A1 Form manuscript and cursive letters correctly (3-5)</p> <p>4A2 Apply handwriting skills in all writing (3-5)</p>
<p>III DEMONSTRATE COMPETENCE IN LISTENING AND SPEAKING FOR A VARIETY OF AUDIENCES AND</p>	<p>1 Listen effectively to process information</p>	<p>1A Identify and use effective listening skills (3-5)</p>	<p>1A1 Use eye contact (3-5)</p> <p>1A2 Identify and state topic (3-5)</p> <p>1A3 Ask questions as an aid to</p>

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<p>PURPOSES AS A TOOL FOR LEARNING</p> <p>PDE: 1.6, 1.7</p> <p>Speaking and Listening K-5</p>	<p>2 Use effective oral communication skills</p> <p>3 Recognize formal and informal language used in speech, writing, and literature</p>	<p>2A Identify and use effective speaking skills (3-5)</p> <p>2B Participate in small or large group discussions (3-5)</p> <p>3A Use relevant domain specific words and phrases (3-5)</p>	<p>understanding (3-5)</p> <p>1A4 Retell or summarize information presented in diverse media and formats (3-5)</p> <p>2A1 Present ideas in an organized manner including multi-media components (3-5)</p> <p>2A2 Maintain focus on topic (3-5)</p> <p>2A3 Pronounce words correctly while demonstrating command of conventions of standard English grammar and usage (3-5)</p> <p>2A4 Use appropriate volume, pace and agreed upon rules for discussion (3-5)</p> <p>2B1 Respond with relevant information or opinion (3-5)</p> <p>2B2 Listen to contributions of others (3-5)</p> <p>3A1 Differentiate between contexts that call for formal English and situations where informal discourse are appropriate (3-5)</p>
<p>IV USE A VARIETY OF INFORMATIONAL RESOURCES AND STUDY SKILLS TO GATHER, SYNTHESIZE, EVALUATE, AND CREDIT SOURCES TO COMMUNICATE INFORMATION</p> <p>PDE: 1.8, 1.9</p>	<p>1 Locate and present information using appropriate sources following an inquiry based process (3-5)</p>	<p>1A Locate appropriate print resources (3-5)</p> <p>1B Locate appropriate online resources (3-5)</p> <p>1C Collect information utilizing print media and technology resources (3-5)</p> <p>1D Organize information and ideas (3-5)</p> <p>1E Present information orally or in writing (3-5)</p> <p>1F Credit sources using a structured format (3-5)</p>	<p>1A1 Locate print materials utilizing call numbers (3-5)</p> <p>1A2 Use library OPAC (on-line public assess) catalogue</p> <p>1A3 Use index, table of contents, and guide words (3-5)</p> <p>1B1 Perform a search utilizing bookmarks (3-4)</p> <p>1B2 Perform a directed and self-selected search (3-5)</p> <p>1B3 Perform a search utilizing a search engine (5)</p> <p>1C1 Utilize encyclopedia, dictionary, atlas, books, periodicals, and other print sources to collect information (3-5)</p> <p>1C2 Use an almanac (5)</p> <p>1C3 Use internet sites, databases, CD-ROMs, and other electronic media with teacher direction (3-4)</p> <p>1C4 Use internet sites, databases, CD-ROMs, and other electronic media (5)</p> <p>1D1 Take notes from sources using a structured format (3-5)</p> <p>1D2 Organize notes into outline (4-5)</p> <p>1E1 Refer to Standard II, Skills 2B1-2E1</p> <p>1E2 Refer to Standard III, Skills 2A1-2A4</p> <p>1F1 Write a bibliography using simplified MLA style (3-5)</p>

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	<p>2 Organize information for retention</p> <p>3 Read strategically to interpret and evaluate media as a source of information</p>	<p>2A Use various study techniques (3-5)</p> <p>3A Use critical thinking skills to evaluate the quality of information (3-5)</p>	<p>2A1 Create graphic organizers (3-5)</p> <p>2A2 Take notes (3-5)</p> <p>2A3 Highlight information (3-5)</p> <p>2A4 Use memory devices (mnemonics, acronyms, mind maps, and visualization) (3-5)</p> <p>2A5 Use time management, such as an assignment book or calendar (3-5)</p> <p>3A1 Differentiate fact from opinion (3-5)</p> <p>3A2 Detect bias and stereotypes (4-5)</p> <p>3A3 Determine authority or validity of work (3-5)</p>

SUBJECT: READING-LANGUAGE ARTS – GRADES 6-8

STANDARDS: THE GENERAL SKILLS/ABILITIES A STUDENT MUST HAVE DEMONSTRATED IN ORDER TO GRADUATE IN THIS AREA OF STUDY.

BENCHMARK OBJECTIVES: MORE SPECIFIC DEFINITIONS THAT TEACHERS CAN FOLLOW TO MEASURE A STUDENT'S PERFORMANCE AT VARIOUS STAGES IN HIS/HER SCHOOL CAREER.

PERFORMANCE INDICATORS: THE ACTUAL BEHAVIORS THAT TEACHERS WILL ASSESS TO ENSURE THAT A STUDENT HAS ACHIEVED BENCHMARK OBJECTIVES.

SKILLS: SKILLS NEEDED BY A STUDENT IN ORDER TO BE SUCCESSFUL IN DEMONSTRATING THE PERFORMANCE INDICATORS.

STANDARDS	BENCHMARK OBJECTIVES	PERFORMANCE INDICATORS	SKILLS
<p>I UTILIZE COMPREHENSION, DECODING, AND VOCABULARY SKILLS TO BECOME A FLUENT INDEPENDENT READER WHO UNDERSTANDS AND APPRECIATES A VARIETY OF TEXTS</p> <p>PDE: 1.1, 1.2, 1.3</p>	<p>1 Apply a wide range of strategies and skills to comprehend, interpret, and evaluate texts</p> <p>2 Develop an increasing sophisticated working vocabulary</p> <p>3 Make extensions beyond text and show connections to text</p> <p>4 Read and appreciate a wide range of literary genres and/or texts</p>	<p>1A Read grade appropriate materials independently both orally and silently</p> <p>1B Demonstrate comprehension of text on grade level</p> <p>1C Offer individual interpretations and evaluations of a variety of texts</p> <p>2A Apply word analysis</p> <p>3A Draw on prior knowledge and experience to interact with text</p> <p>4A Categorize text</p> <p>4B Acknowledge an author's purpose and perspective</p>	<p>1A1 Use word identification skills, vocabulary strategies and word analysis</p> <p>1A2 Read fluently</p> <p>1B1 Assimilate text using various comprehension skills and strategies</p> <p>1B2 Respond orally or in writing to text-based questions or prompts</p> <p>1C1 Identify elements or characteristics of quality texts (including non-print text)</p> <p>2A1 Read and unlock meaning of words (prefix, suffix, syllabication, word origins)</p> <p>2A2 Recognize and apply appropriate language forms (formal and informal) in speech, writing, and literature</p> <p>3A1 Recall, analyze, and synthesize known information to establish relevance to new text</p> <p>4A1 Recognize text structures of various genres</p> <p>4B1 Respond orally or in writing</p> <p>4B2 Recognize literary devices and elements</p>
<p>II DEMONSTRATE COMPETENCE IN APPLYING THE CHARACTERISTICS OF EFFECTIVE WRITING (FOCUS, CONTENT, ORGANIZATION, STYLE AND CONVENTIONS) AS WELL AS THE WRITING PROCESS TO EXPRESS IDEAS IN ALL MODES</p> <p>PDE: 1.4, 1.5, 1.7</p>	<p>1 Generate narrative, informative, and persuasive pieces of writing</p> <p>2 Write for different purposes and audiences</p>	<p>1A Write narratives that include literary devices</p> <p>1B Write single and multi-paragraph informational pieces</p> <p>1C Write persuasive pieces</p> <p>2A Write and interpret poems, short stories, and plays</p>	<p>1A1 Use plot, setting, theme, character, and point of view</p> <p>1B1 Present useful, specific, and well-developed information</p> <p>1C1 Include a clearly-stated opinion</p> <p>1C2 Include convincing, elaborate, and properly cited evidence</p> <p>2A1 Identify various organizational methods to support writer's purpose</p> <p>2A2 Include literary elements and</p>

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	<p>3 Implement the five base steps of the writing process</p> <p>4 Apply knowledge of the five characteristics of effective writing</p>	<p>3A Pre-write, draft, revise, edit, and publish written work</p> <p>4A Maintain focus, a single controlling point</p> <p>4B Develop content appropriately</p> <p>4C Develop and sustain logical organization within and between paragraphs</p> <p>4D Demonstrate appropriate style to create tone and voice</p> <p>4E Apply knowledge of conventions</p>	<p>devices</p> <p>3A1 Use brainstorming, graphic organizers, etc.</p> <p>3A2 Convert ideas and information from the pre-write to sentences and paragraphs</p> <p>3A3 Revise for focus, content, style, and organization</p> <p>3A4 Edit for conventions</p> <p>4A1 Identify topic, task and audience and establish point of view</p> <p>4A2 Gather, organize, and determine validity and reliability of information</p> <p>4B1 Present specific and adequate facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</p> <p>4C1 Include an introduction, body and conclusion</p> <p>4C2 Utilize adequate and appropriate transitional devices</p> <p>4D1 Make appropriate word choices</p> <p>4D2 Use a variety of sentence structures</p> <p>4E1 Use standard grammar, usage, spelling, mechanics, and sentence structure</p>
<p>III DEMONSTRATE COMPETENCE IN LISTENING AND SPEAKING FOR A VARIETY OF AUDIENCES AND PURPOSES AS A TOOL FOR LEARNING</p> <p>PDE: 1.6, 1.7</p>	<p>1 Contribute actively in a variety of informal speaking and listening situations</p> <p>2 Demonstrate formal speaking and listening skills appropriate to purpose and audience</p>	<p>1A Play a variety of roles in group discussions</p> <p>1B Read aloud from literary selections</p> <p>2A Make a formal presentation</p>	<p>1A1 Listen actively by maintaining eye contact with the speaker</p> <p>1A2 Stay on task</p> <p>1A3 Initiate, elicit, and redirect responses</p> <p>1A4 Clarify ideas and record responses as necessary</p> <p>1A5 Encourage and acknowledge all group members' responses</p> <p>1B1 Show appropriate expression</p> <p>2A1 Show awareness of audience and purpose</p> <p>2A2 Present ideas in an organized manner</p> <p>2A3 Adjust rate and volume to audience</p>

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		2B Listen to formal presentation	2A4 Use appropriate modulation, inflection, and enunciation 2A5 Maintain effective eye contact 2A6 Use complete and varied sentence formation 2A7 Sustain good posture and use appropriate gestures 2B1 Maintain appropriate eye contact 2B2 Respond in oral or written form
IV USE A VARIETY OF INFORMATIONAL RESOURCES AND STUDY SKILLS TO GATHER, SYNTHESIZE, EVALUATE, AND CREDIT SOURCES TO COMMUNICATE INFORMATION PDE: 1.8, 1.9	1 Utilize a wide variety of learning strategies 2 Gather information using appropriate sources and strategies 3 Produce a document using appropriate critical reading and research writing techniques	1A Utilize skills and strategies for learning and retaining information 1B Apply study skills in content areas 2A Determine appropriate traditional and non-traditional sources for the research topic 2B Select valid resources for researching the topic 2C Use note-taking skills to differentiate relevant, useful data 3A Engage in the steps necessary to complete a research project	1A1 Use note-taking, graphic organizers, memory techniques, test-taking skills, roots/affixes, time, and space management 1B1 Demonstrate appropriate use of specific study skills and strategies 2A1 Preview sources (e.g. dictionary, encyclopedia, library catalog, periodicals, Internet, interviews, observations, surveys) 2B1 Choose sources that contain relevant and reliable data 2C1 Evaluate importance and quality of data 3A1 Identify steps necessary to carry out the research project 3A2 Take relevant notes from sources 3A3 Develop a thesis statement (8) 3A4 Organize, summarize, and present the main ideas and supporting details from research 3A5 Give precise, formal credit for others' ideas, images, or information, using MLA method of documentation when citing

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		3D Vary words and sentence structure to create consistent voice and tone appropriate to audience 3E Use appropriate conventions	3C2 Break ideas into meaningful and manageable units connected by transitions 3D1 Manipulate diction and syntax to suit audience needs and expectations 3E1 Demonstrate control of grammar, usage, spelling, and punctuation
III DEMONSTRATE COMPETENCE IN LISTENING AND SPEAKING FOR A VARIETY OF AUDIENCES AND PURPOSES AS A TOOL FOR LEARNING PDE: 1.4, 1.5, 1.6, 1.7	1 Listen and speak effectively for a variety of audiences and purposes	1A Participate in discussions 1B Listen actively 1C Speak for a variety of purposes and audiences 1D Read aloud from literary selections 1E Show appropriate expression	1A1 Share ideas with others in large and small groups 1B1 Ask questions while displaying sensitivity to others' differences 1B2 Provide appropriate verbal and nonverbal feedback 1C1 Present informed and organized formal speeches with awareness of audience , volume, and clarity 1C2 Participate in informal speaking exercises
IV USE A VARIETY OF INFORMATIONAL RESOURCES AND STUDY SKILLS TO GATHER, SYNTHESIZE, EVALUATE AND CREDIT SOURCES TO COMMUNICATE INFORMATION PDE: 1.8, 1.9	1 Explore and engage in research strategies to communicate findings 2 Conduct research through gathering, evaluating and synthesizing data from a variety of sources 3 Utilize MLA requirements proficiently to produce research-related texts	1A Utilize reference works and tools 1B Select and narrow topics to research 1C Organize and synthesize information into research-related documents 2A Operate school and library research tools and equipment 2B Investigate databases, software, and printed texts 2C Generate evidence of note-taking skills 3A Draft research-related texts	1A1 Locate and use reference books and electronic sources 1B1 Formulate clear research question 1B2 Utilize a designated methodology for gathering information 1B3 Produce texts with focus appropriate to length of document 1C1 Sequence ideas within texts 1C2 Use multiple resources to develop thesis (11-12) 1C3 Extend findings to add to the body of research (12) 2A1 Complete library orientation and assessment (9) 2B1 Use computer to access web pages and search engines (9) 2B2 Access and evaluate books, periodicals, and databases 2B3 Evaluate different perspectives 2B4 Evaluate validity of sources 2C1 Produce notes in various forms based on research 3A1 Draft short texts citing sources (9) 3A2 Draft documented report(s) related to novels (10)

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	<p>4 Utilize study strategies effectively</p>	<p>3B Demonstrate correct formatting</p> <p>3C Avoid plagiarizing</p> <p>4A Manage time effectively</p> <p>4B Organize information</p>	<p>3A3 Develop documented research paper(s) (11)</p> <p>3A4 Produce longer documented research paper(s) supporting a thesis (12)</p> <p>3B1 Use correct heading, headers, margins, and spacing in text(s)</p> <p>3C1 Credit sources properly</p> <p>3C2 Paraphrase source material (9-10)</p> <p>3C3 Summarize source material (9-10)</p> <p>3C4 Indicate direct quotes according to MLA style</p> <p>3C5 Examine and discuss examples of plagiarism</p> <p>4A1 Turn work in on time</p> <p>4A2 Demonstrate efficient use of time</p> <p>4B1 Develop outlines</p> <p>4B2 Record coherent notes</p> <p>4B3 Prepare and interpret charts and graphs</p>