

Grade 4 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 4 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used • Correctly spell words within own writing that follow the spelling patterns of words previously studied <p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Respond in writing to prompts that follow the reading of literary and informational texts • Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast • Use a variety of media, such as print and electronic, when writing • Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use grade-level vocabulary and varied sentence structure • Develop ideas by writing sentences that are in logical order and organized into paragraphs • Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense • Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing • Exhibit personal voice when writing • Begin to use literary devices such as simile and figurative language • Use at least two sources of information when writing a report • Review writing with teachers and peers and be able to respond to feedback 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing • Use a computer to create, respond to, and interpret literary texts • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers • Summarize the plot, with assistance • Describe the characters and explain how they change, with assistance • Describe the setting and recognize its importance to the story, with assistance • Draw a conclusion about the work, with assistance <p>Continued on next page</p> <p>Standard 3: Students will read, write, listen, and speak for criti-</p>

Continued on next page

Grade 4 Writing Continued

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include</p>
<p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes • Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet 	<p>cal analysis and evaluation.</p> <ul style="list-style-type: none"> • Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing • State a main idea, theme, or opinion and provide supporting details • Use relevant examples, reasons, and explanations to support ideas • Express opinions and make judgments that demonstrate a personal point of view • Use personal experiences and knowledge to analyze and evaluate new ideas • Analyze and evaluate the author’s use of setting, plot, character, rhyme, rhythm, and language in written and visual text • Use effective vocabulary in persuasive and expository writing • Use details from stories or informational texts to predict, explain, or show relationships between information and events • Use ideas from two or more sources of information to generalize about causes, effects, or other relationships • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner • Respect the age, gender, position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers

Grade 4 Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 4 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively and respond appropriately to books read aloud • Listen attentively for different purposes and for an extended period of time • Respond appropriately to what is heard • Listen respectfully, and without interrupting, when others speak 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures • Identify a main idea, essential details, and supporting details • Determine a sequence of steps given • Identify a conclusion that summarizes the main idea • Interpret information by drawing upon prior knowledge and experience • Distinguish between fact and opinion, with assistance • Identify information that is implicit, rather than stated, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Compare and contrast ideas of others to own ideas • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud • Identify a character’s motivation, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions • Recognize the perspective of others <ul style="list-style-type: none"> - distinguish between fact, opinion, and exaggeration • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners • Listen for the tone of voice and content that signal friendly communication

Grade 4 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 4 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of a variety of texts • Use age-appropriate vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details that are relevant for the audience • Communicate ideas in an organized and cohesive manner • Vary the formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication • Respond respectfully and avoid interrupting when speaking in a group • Participate in group discussions on a variety of topics • Offer feedback to others 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Ask clarifying questions • Summarize • State a main idea with supporting examples and details • Explain a line of reasoning • Present a short oral report, using a variety of sources <ul style="list-style-type: none"> - speak loudly enough to be heard by the audience - use gestures appropriate to convey meaning • Use complete sentences, using age- and content-appropriate vocabulary • Use logical order in presentations <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Give book reviews • Describe characters, setting, and plot • Make inferences and draw conclusions • Explain cultural and ethnic features in literary texts • Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences • Express an opinion about school and community issues • Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text • Speak with appropriate rate and volume for the audience • Take turns speaking in a group <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the listener when speaking • Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other • Use the rules of conversation, such as avoid interrupting and respond respectfully

Grades 5–6

CORE PERFORMANCE INDICATORS: common to all four ELA standards

Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words, such as *finally* or *in addition*, that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension
- Read aloud, using inflection and intonation appropriate to text read and to audience
- Maintain a personal reading list to reflect reading goals and accomplishments

Listening

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning

Speaking

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to purpose for speaking
- Use facial expressions and gestures that enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe the rules of punctuation, capitalization, and spelling, such as
 - punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles
 - capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events
 - spelling of commonly misspelled words, homonyms, and content-area vocabulary
- Use correct grammatical construction in
 - parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections
 - simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents
- Use signal/transitional words (e.g., *in addition*, *for example*, *finally*, *as a result*, *similarly*, and *on the other hand*) to provide clues to organizational format
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills

Grade 5 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 5 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 5 students demonstrate as they learn to read include
<p>Word Recognition</p> <ul style="list-style-type: none"> • Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words • Integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate • Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words • Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Learn grade-level vocabulary through both direct and indirect means • Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in books • Acquire new vocabulary by reading a variety of texts • Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties • Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources • Use a thesaurus to identify synonyms and antonyms 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives

Continued on next page

Continued on next page

Grade 5 Reading Continued

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 5 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 5 students demonstrate as they learn to read include
<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read a variety of grade-level texts, for a variety of purposes, with understanding • Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text • Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary • Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding • Ask questions to clarify understanding and to focus reading • Make connections between text being read and own lives, the lives of others, and other texts read in the past • Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions • Read grade-level texts and answer literal, inferential, and evaluative questions • State or summarize a main idea and support/elaborate with relevant details • Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text • Participate cooperatively and collaboratively in group discussions of texts • Note and describe aspects of the writer’s craft • Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection • Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of texts, topics, and genres for reading • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of literature • Engage in independent silent reading for extended periods of time 	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes in texts by identifying <ul style="list-style-type: none"> - a central idea and supporting details - details that are primary and those that are less important - statements of fact, opinion, and exaggeration - missing or unclear information • Use established criteria to analyze the quality of information in text • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups • Respect the age, gender, position, and cultural traditions of the writer • Recognize conversational tone in friendly communication • Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication

Grade 5 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 5 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used • Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied • Spell a large body of words accurately and quickly when writing • Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling <p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Respond in writing to prompts that follow the reading of literary and informational texts • Respond to writing prompts that follow listening to literary and informational texts • Write on a wide range of topics • Understand and use writing for a variety of purposes • Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast • Using a variety of media, such as print and electronic, when writing • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing • Review writing independently in order to revise for focus, development of ideas, and organization • Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing • Understand and write for a variety of audiences • Adjust style of writing, voice, and language used according to purpose and intended audience • Incorporate aspects of the writer’s craft, such as literary devices and specific voice, into own writing • Use multiple sources of information when writing a report • Review writing with teachers and peers 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use at least three sources of information in writing a report, with assistance • Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities • State a main idea and support it with details and examples • Compare and contrast ideas and information from two sources • Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information, with assistance • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - use organizing structures such as stanzas and chapters - create a lead that attracts the reader’s interest - provide a title that interests the reader - develop characters and establish a plot - use examples of literary devices, such as rhyme, rhythm, and simile - establish consistent point of view (e.g., first or third person) with assistance • Write interpretive essays that <ul style="list-style-type: none"> - summarize the plot - describe the characters and how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts • Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Continued on next page

Continued on next page

Grade 5 Writing Continued

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 5 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include</p>
<p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown • Write voluntarily for different purposes • Write on a variety of topics • Publish writing in a variety of presentation or display mediums, for a variety of audiences 	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal and peer group perspectives • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other subject areas and personal experiences to form and express opinions • Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance • Use precise vocabulary in writing analysis and evaluation, with assistance • Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions to experiences and events, using a form of social communication • Maintain a portfolio that includes writing for social communication

Grade 5 Listening

LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students demonstrate during grade 5 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 5 students demonstrate as they learn to listen include
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively to a variety of texts read aloud • Listen attentively for different purposes and for an extended period of time • Identify own purpose(s) for listening • Respond appropriately to what is heard • Listen respectfully, and without interrupting, when others speak 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Follow instructions that provide information about a task or assignment • Identify essential details for note taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character’s motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content of presentations • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance • Evaluate the quality of the speaker’s presentation style by using criteria such as volume, tone of voice, and rate <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the speaker • Recognize friendly communication on the basis of volume and tone of the speaker’s voice • Recognize that social communication may include informal language such as jargon • Recognize the meaning of the speaker’s nonverbal cues

Grade 5 Speaking

LITERACY COMPETENCIES

The **speaking** competencies common to all four ELA standards that students demonstrate during grade 5 are

Speaking

- Speak in response to the reading of a variety of texts
- Use appropriate and specific vocabulary to communicate ideas
- Use grammatically correct sentences when speaking
- Include details that are relevant for the audience
- Communicate ideas in an organized and coherent manner
- Vary the formality of language according to the audience and purpose for speaking
- Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication
- Respond respectfully to others
- Participate in group discussions on a variety of topics
- Offer feedback to others in a respectful and responsive manner

GRADE-SPECIFIC PERFORMANCE INDICATORS

The grade-specific performance indicators that grade 5 students demonstrate as they learn to **speak** include

Standard 1: Students will read, write, listen, and speak for **information and understanding.**

- Ask probing questions
- Interview peers
- Share information from personal experience
- Share information from a variety of texts
- State a main idea and support it with facts, details, and examples
- Compare and contrast information
- Present reports of approximately five minutes for teachers and peers
- Summarize main points
- Use notes, outlines, and visual aids appropriate to the presentation

Standard 2: Students will read, write, listen, and speak for **literary response and expression.**

- Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience
- Share book reviews
- Summarize the plot and describe the motivation of characters
- Connect a personal response to literature to prior experience or knowledge
- Recognize the importance of cultural and historical characteristics in texts and performances
- Ask questions and respond to questions for clarification
- Use notes or outlines appropriately in presentations

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation.**

- Ask questions and respond to questions for clarification
- Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
- Analyze an event or issue by using role play as a strategy
- Use information and ideas from personal experiences to form and express opinions and judgments
- Use notes or outlines appropriately in presentations

Standard 4: Students will read, write, listen, and speak for **social interaction.**

- Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
- Use the informal language of social communication
- Respect the age, gender, position, culture, and interests of the listener
- Use the rules of conversation, such as avoid interrupting and respond respectfully

Grade 6 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 6 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include
<p>Word Recognition</p> <ul style="list-style-type: none"> • Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words • Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy • Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words • Recognize at sight a large body of high-frequency words and specialized content vocabulary <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Extend knowledge of word meaning through direct and indirect means • Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts • Acquire new vocabulary by engaging with a variety of texts written by a range of different authors • Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty • Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources • Use a thesaurus to identify synonyms and antonyms 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance

Continued on next page

Continued on next page

Grade 6 Reading Continued

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 6 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include
<p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes • Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read • Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted • Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading • Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large • State or summarize a main idea and support it or elaborate on it with relevant details • Present a point of view or interpretation of a text, such as its theme or the author’s intended message, and support it with relevant details from the text • Read grade-level texts and answer literal, inferential, analytic, and evaluative questions • Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions • Note and describe aspects of the writer’s craft, and explain the role that crafting techniques play in helping the reader comprehend the text • Participate cooperatively and collaboratively in group discussions of texts • Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations • Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations 	<p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres (e.g., plays and poems) <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) • Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance • Identify the author’s point of view, such as first-person narrator and omniscient narrator, with assistance • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author’s message or intent, with assistance • Recognize how the author’s use of language creates images or feelings, with assistance • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance

Continued on next page

Grade 6 Reading Continued

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The reading competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include</p>
<p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in reading a wide range of texts, topics, genres, and authors • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of literature • Engage in independent silent reading for extended periods of time 	<p>Continued on next page</p> <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes by identifying <ul style="list-style-type: none"> - a central idea and supporting details - precise and vague language - statements of fact, opinion, and exaggeration - missing or unclear information • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text • Recognize how one's own point of view contributes to forming an opinion about information and ideas • Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content, with assistance - identify multiple levels of meaning <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication

Grade 6 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 6 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns • Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling <p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts • Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts • Write on a wide range of topics, both student and teacher selected • Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication • Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience • Write, using a variety of media such as print and electronic • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Use a variety of prewriting strategies to plan and organize writing • Review writing independently in order to revise for focus, development of ideas, organization, and language use • Review writing independently to address editing concerns • Write for a wide variety of audiences • Adjust style of writing, including voice and language used, according to purpose and audience • Demonstrate effective use of writer’s-craft techniques, such as literary devices, when writing • Review writing with teachers and peers 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports • Take notes to record and organize relevant data, facts, and ideas • State a main idea and support it with details and examples • Compare and contrast ideas and information from two or three sources • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information • Use paraphrasing, with assistance • Maintain a portfolio that includes informational writing • Include relevant and exclude irrelevant information, with assistance • Connect, compare, and contrast ideas and information from one or more sources, with assistance • Support ideas with examples, definitions, analogies, and direct references to the text, with assistance • Answer questions about informational material and write accurate and complete responses, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - use organizing structures, such as stanzas, chapters, scenes, and verses - develop characters, create a setting, and establish a plot - use examples of literary devices, such as rhythm, rhyme, simile, and personification - establish a consistent point of view (e.g., first or third person) - use vocabulary to create a desired effect • Write interpretive essays to <ul style="list-style-type: none"> - summarize the plot - describe the characters and explain how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Maintain a writing portfolio that includes literary, interpretive, and responsive writing • Express opinions and support them through specific references to the text, with assistance • Demonstrate understanding of plot and theme, with assistance • Identify and describe characters and their motivations, with assistance • Analyze the impact of the setting, with assistance • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance • Draw conclusions and provide reasons for the conclusions, with assistance • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance

Continued on next page

Continued on next page

Grade 6 Writing Continued

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include</p>
<p>Motivation to Write</p> <ul style="list-style-type: none"> • Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences • Engage in writing voluntarily for a variety of purposes • Engage in writing voluntarily on a range of topics • Publish writing in a variety of presentation or display mediums, for a variety of audiences 	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing • Use supporting evidence from text to evaluate ideas, information, themes, or experiences • Analyze the impact of an event or issue from personal, peer group, and school community perspectives • Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments • Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation • Use precise vocabulary in writing analysis and evaluation • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Present clear analysis, using examples, details, and reasons from text, with assistance • Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance • Explain connections between and among texts to extend the meaning of each individual text, with assistance • Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions about experiences, events, and observations, using a form of social communication • Maintain a portfolio that includes writing for social communication

Grade 6 Listening

LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students demonstrate during grade 6 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to listen include
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively, for an extended period of time, to a variety of texts read aloud • Listen attentively, for an extended period of time, to oral presentations • Listen attentively for different purposes, both student determined and teacher determined • Respond appropriately to what is heard • Listen respectfully when others speak 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment • Identify essential details for note taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience • Recall significant ideas and details, with assistance • Make, confirm, or revise predictions, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play • Identify a character’s motivation • Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning • Identify cultural and historical influences in texts and performances <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance • Recognize that the criteria used to analyze and evaluate presentations may be influenced by one’s point of view and purpose for listening • Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations • Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose • Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance • Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance • Identify missing or unclear information, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the speaker • Recognize friendly communication on the basis of volume, tone, and rate of the speaker’s voice • Recognize that social communication may include informal language, such as jargon and colloquialisms • Recognize the meaning of the speaker’s nonverbal cues

Grade 6 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 6 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to listening to a variety of texts • Speak in response to listening to and viewing a variety of performances • Use appropriate and precise vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details and examples relevant to the audience when speaking • Communicate ideas in an organized and coherent manner • Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication • Respond respectfully to others, and offer feedback to others in a respectful and responsive manner • Participate in group discussions on a range of topics and for a variety of purposes 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Synthesize and paraphrase information • Make connections between sources of information • Present reports of five to seven minutes for teachers and peers on topics related to any school subject • Summarize main points as part of the conclusion • Use notes, outlines, and visual aids appropriate to the presentation <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers • Share book reviews • Summarize the plot, describe the motivation of characters, and explain the importance of setting • Use notes or outlines appropriately in presentations <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements • Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments • Articulate a thesis statement and support it with details, examples, and reasons • Persuade, using appropriate language, tone, volume, and gestures • Use notes or outlines appropriately in presentations <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other • Use the informal language of social communication • Respect the age, gender, social position, culture, and interests of the listener • Use the rules of conversation, such as avoid interrupting and respond respectfully

Grades 7–8

CORE PERFORMANCE INDICATORS: common to all four ELA standards

Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading

- Identify a purpose for reading
- Adjust reading rate according to the purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words)
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases, such as *furthermore* or *in comparison*, that provide clues to organizational formats such as compare/contrast
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading accomplishments

Listening

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology

Speaking

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and grammar appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate appropriate to content and audience
- Use effective nonverbal communication
- Use visual aids to enhance the presentation
- Establish and maintain eye contact with audience

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Identify the intended audience
- Use tone and language appropriate to audience and purpose
- Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise, and varied sentences, developing a personal writing style and voice
- Observe rules of punctuation, italicization, capitalization, and spelling as follows:
 - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters
 - use italics and underlining for titles
 - capitalize proper nouns, such as geographical names, academic courses, and organizations
 - spell correctly commonly misspelled words, homonyms, and content-area vocabulary
- Use correct grammatical construction in
 - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas
 - simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice
- Use signal/transitional words or phrases, such as *first*, *next*, and *in addition*, to produce organized, cohesive texts
- Use dictionaries, thesauruses, and style manuals
- Use computer software (e.g., word processing, import graphics) to support the writing process
- Write for an authentic purpose, including publication

Grade 7 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 7 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include
<p>Word Recognition</p> <ul style="list-style-type: none"> Recognize at sight a large body of words and specialized-content vocabulary Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy <p>Background Knowledge and Vocabulary</p> <ul style="list-style-type: none"> Develop vocabulary through extensive reading of a variety of texts across subjects and genres Use knowledge of word roots (e.g., Greek, Latin, and Anglo-Saxon) and word parts to determine word meaning Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues Use a variety of resources, such as dictionaries, glossaries, and other print and electronic references, to determine the meaning of unfamiliar vocabulary <p>Comprehension/Response</p> <ul style="list-style-type: none"> Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading Identify and analyze points of view presented in written texts Extend understanding of texts by relating content to personal experiences, other texts, and/or world events Participate in group discussions to further understanding and response to reading Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations Read grade-level texts with appropriate expression, phrasing, and rate of reading 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Locate and use school and public library resources to acquire information Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer Preview informational texts, with guidance, to assess content and organization and select texts useful for the task Use indexes to locate information and glossaries to define terms Use knowledge of structure, content, and vocabulary to understand informational text Distinguish between relevant and irrelevant information Identify missing, conflicting, and/or unclear information Formulate questions to be answered by reading informational text, with assistance Compare and contrast information from a variety of different sources Condense, combine, or categorize new information from one or more sources Draw conclusions and make inferences on the basis of explicit and implied information Make, confirm, or revise predictions <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> Recognize that one text may generate multiple interpretations Interpret characters, plot, setting, and theme, using evidence from the text Identify the author's point of view, such as first-person narrator and omniscient narrator Recognize recurring themes in a variety of literary works Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent Recognize how the author's use of language creates images or feelings Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry Read silently and aloud from a variety of genres, authors, and themes Identify questions of personal importance and interest, and list works of literature that addresses them Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text Compare a film, video, or stage version of a literary work with the written version

Continued on next page

Continued on next page

Grade 7 Reading Continued

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 7 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include
<p>Motivation to Read</p> <ul style="list-style-type: none"> • Develop personal reading goals and maintain records of reading accomplishments • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of grade- or age-appropriate literature • Engage in independent silent reading for extended periods of time 	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify propaganda, with assistance - identify techniques used to persuade, such as emotional and ethical appeals, with assistance - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Consider the age, gender, social position, and cultural traditions of the writer • Recognize conversational tone in social communication • Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 7 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 7 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include
<p>Written Language Conventions</p> <ul style="list-style-type: none"> • Correctly spell a large body of words • Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check tools) to support correct spelling • Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context <p>Composition</p> <ul style="list-style-type: none"> • Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer’s notebook, using graphic organizers, etc. • Write on a wide range of topics, both student and teacher selected • Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose • Write for a range of audiences, adjusting writing style and tone accordingly • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts • Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts • Revise writing to improve organization, clarity, and coherence • Edit writing to adhere to the conventions of written English • Work collaboratively with peers to plan, draft, revise, and edit written work • Write, using a variety of media to communicate ideas and information 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, in developing research reports • Identify an appropriate format for sharing information with an intended audience • Take research notes, using a note-taking process, with assistance • Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance • Include relevant information and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information • Cite sources in footnotes and bibliography, using correct form, with assistance • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts to <ul style="list-style-type: none"> - develop a narrative, using an organizational plan such as chronology - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance - develop complex characters and create a setting - use literary devices - maintain a consistent point of view that enhances the message - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance - use language that is creative • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express opinions and support them through specific references to the text - demonstrate understanding of plot and theme - identify and describe characters and their motivations - analyze the impact of the setting - explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance - make connections between literary text and personal experience or knowledge • Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing

Continued on next page

Continued on next page

Grade 7 Writing Continued

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 7 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include</p>
<p>Motivation to Write</p> <ul style="list-style-type: none"> • Engage in writing voluntarily for a variety of purposes, topics, and audiences • Publish writing in a variety of presentation or display media 	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Present clear analysis, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast literary elements in more than one genre and/or by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions about experiences, events, and observations, using a form of social communication • Identify the social communication techniques of published writers • Maintain a portfolio that includes writing for social communication • Use the conventions of email

Grade 7 Listening

LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students demonstrate during grade 7 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 7 students demonstrate as they learn to listen include
<p>Listening</p> <ul style="list-style-type: none"> • Listen actively and attentively, for an extended period of time, to a variety of texts read aloud • Listen actively and attentively, for an extended period of time, to oral presentations • Listen actively and attentively, for an extended period of time, for different purposes and to different speakers • Respond appropriately to what was heard 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Identify essential information for note taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multistep directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information • Draw conclusions and make inferences on the basis of explicit information • Recognize that the speaker's voice quality and delivery impact communication, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts on a variety of themes from different genres and authors • Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text • Recognize different levels of meaning in presentations • Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance • Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance • Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate • Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response • Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings • Recognize social, historical, and cultural features in presentations of literary texts, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences • Recognize multiple levels of meaning • Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives • Recognize persuasive techniques, such as emotional and ethical appeals, in presentations • Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance • Identify missing or unclear information • Evaluate the organization of presentations • Evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for more than one level of meaning • Withhold judgment • Appreciate the speaker's uniqueness

Grade 7 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 7 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 7 students demonstrate as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner • Use appropriate and precise vocabulary to convey ideas effectively • Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions • Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations • Participate actively and productively in group discussions • Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations on informational topics • Contribute to group discussions by offering comments to clarify ideas and information • Present information to address audience needs • Present examples, definitions, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and information • Use the conventions of the presentational format for panel discussions and mock trials • Ask questions to clarify information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present interpretations and support them through specific references to the text • Explain social, historical, and cultural features of literary text • Present original literary texts, using language and text structures that are inventive; for example, <ul style="list-style-type: none"> - use conventions of the literary genre, such as story, poem, and play - use an introduction that catches and excites the interest of the listener • Ask and respond to questions to clarify an interpretation or response to literary texts and performances <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or judgments about information, ideas, opinions, themes, and experiences • Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear • State a hypothesis and predict possible outcomes • Present content, using strategies designed for the audience and purpose • Present a subject from one or more perspectives • Credit sources of information and opinions accurately in presentations and handouts, with assistance • Ask and respond to questions to clarify an opinion or judgment <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener • Adopt conventions of email to establish friendly tone in electronic-based social communication

Grade 8 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to read include
<p>Word Recognition</p> <ul style="list-style-type: none"> Recognize at sight a large body of high-frequency words and specialized content vocabulary Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> Acquire grade-appropriate vocabulary by reading a variety of texts across subject areas Determine the meaning of unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues Recognize grade-appropriate synonyms and antonyms and use a thesaurus to identify additional examples Recognize multiple meanings of words and connections among meanings of words <p>Fluency</p> <ul style="list-style-type: none"> Read grade-appropriate texts with appropriate expression, phrasing, and pacing <p>Comprehension/Response</p> <ul style="list-style-type: none"> Respond to and comprehend various genres for student-selected and teacher-selected purposes Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response Use text structure and literary devices to aid comprehension and response Work collaboratively with peers to comprehend and respond to texts Analyze, contrast, support, and critique points of view in a wide range of genres Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Locate and use school and public library resources independently to acquire information Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts Read and follow written multistep directions or procedures to accomplish a task or complete an assignment Preview informational texts to assess content and organization and select texts useful for the task Use indexes to locate information and glossaries to define terms Use knowledge of structure, content, and vocabulary to understand informational text Distinguish between relevant and irrelevant information Identify missing, conflicting, or unclear information Formulate questions to be answered by reading informational text Compare and contrast information from a variety of different sources Condense, combine, or categorize new information from one or more sources Draw conclusions and make inferences on the basis of explicit and implied information Make, confirm, or revise predictions <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> Read silently and aloud from a variety of genres, authors, and themes Interpret characters, plot, setting, theme, and dialogue, using evidence from the text Identify the author's point of view, such as first-person narrator and omniscient narrator Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent Recognize how the author's use of language creates images or feelings Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text Compare a film, video, or stage version of a literary work with the written version

Continued on next page

Continued on next page

Grade 8 Reading Continued

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to read include
<p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in reading a wide range of texts, topics, genres, and authors • Read voluntarily for a variety of personal and academic purposes • Be familiar with titles and authors of a wide range of grade-appropriate literature • Engage in independent silent reading for extended periods of time 	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - question the writer’s assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Consider the age, gender, social position, and traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 8 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none">• Correctly spell most words in one’s writing• Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to spell words correctly <p>Text Production</p> <ul style="list-style-type: none">• Use legible print or cursive writing, or type <p>Composition</p> <ul style="list-style-type: none">• Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes• Write with voice to address varied purposes, topics, and audiences across the curriculum• Organize writing effectively to communicate ideas to an intended audience• Compose arguments to support points of view with relevant details from single and multiple texts• Work collaboratively with peers to plan, draft, revise, and edit written work• Produce written and multimedia reports of inquiry, using multiple sources <p>Motivation to Write</p> <ul style="list-style-type: none">• Engage in writing voluntarily for a variety of purposes, topics, and audiences• Publish writing in a variety of presentation or display media	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none">• Use several sources of information, in addition to an encyclopedia, to develop research reports• Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format• Take research notes, using a note-taking process• Use outlines and graphic organizers, such as semantic webs, to plan reports• Include relevant and exclude irrelevant information• Use paraphrase and quotation correctly• Connect, compare, and contrast ideas and information from one or more sources• Support ideas with examples, definitions, analogies, and direct references to the text• Cite sources in notes and bibliography, using correct form• Write accurate and complete responses to questions about informational material• Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none">• Write original literary texts to<ul style="list-style-type: none">- develop a narrative, using an organizational plan such as chronology or flashback- sequence events to advance a plot; use action, conflict, climax, falling action, and resolution- maintain a consistent point of view that enhances the message and/or establishes the mood- select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme• Write interpretive and responsive essays of approximately three pages to<ul style="list-style-type: none">- express opinions and support them through specific references to the text- demonstrate an understanding of plot and theme- identify and describe characters and their motivations- analyze the importance of setting- identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning- draw conclusions and provide reasons for the conclusions- compare and contrast characters, setting, mood, and voice in more than one literary text or performance• Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Continued on next page

Grade 8 Writing Continued

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include
	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Present clear analyses, using examples, details, and reasons from text• Present a hypothesis and predict possible outcomes from one or more perspectives• Select content and choose strategies for written presentation on the basis of audience, purpose, and content• Explain connections between and among texts to extend the meaning of each individual text• Compare and contrast the use of literary elements in more than one genre, by more than one author• Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups• Respect the age, gender, social position, and cultural traditions of the recipient• Develop a personal voice that enables the reader to get to know the writer• Write personal reactions to experiences, events, and observations, using a form of social communication• Identify and model the social communication techniques of published writers• Maintain a portfolio that includes writing for social communication• Use the conventions of email

Grade 8 Listening

LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to listen include
<p>Listening</p> <ul style="list-style-type: none"> • Listen with comprehension, for an extended period of time, to texts read aloud • Listen with comprehension, for an extended period of time, to oral presentations • Listen with comprehension for student-determined and teacher-determined purposes • Respond appropriately to what is heard • Listen with comprehension and respect when others speak 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Recall significant ideas and details and the relationships between and among them • Identify missing, conflicting, or unclear information • Draw conclusions and make inferences on the basis of explicit and implied information • Recognize that the speaker’s voice and delivery impact communication <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Identify how the author’s choice of words, use of characterization, and use of other literary devices affect the listener’s interpretation of the oral text • Identify how the poet’s use of repetition, rhythm, and rhyming patterns affects the listener’s interpretation of poetry • Recognize social, historical, and cultural features in presentation of literary texts <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences • Recognize persuasive techniques, such as emotional and ethical appeals, in presentations • Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations • Identify conflicting, missing, or unclear information • Suspend judgment until all information has been presented • Evaluate the quality of the speaker’s presentation style by using criteria such as voice quality, enunciation, and delivery <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for more than one level of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker’s uniqueness

Grade 8 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Speak to share responses to a variety of texts and performances • Use precise vocabulary to communicate ideas • Speak, using grammatical structures suited to particular audiences • Speak to include details and examples relevant to the audience and purpose • Communicate spoken ideas in an organized and coherent manner • Speak with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication • Respond respectfully to others • Participate in group discussions on a range of topics and for a variety of purposes • Offer verbal feedback to others in a respectful and responsive manner 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations on informational topics • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Present information to address audience needs and to anticipate questions • Present examples, definitions, analogies, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and information • Use the conventions of the presentational format for panel discussions, debates, and mock trials • Ask and respond to questions to clarify information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Express interpretations and support them through specific references to the text • Present original, literary texts, using language and text structures that are inventive; for example, <ul style="list-style-type: none"> - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect • Ask and respond to questions to clarify an interpretation or response to literary texts and performances <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences • State a hypothesis and predict possible outcomes from one or more perspectives • Present content, using strategies designed for the audience, purpose, and context • Credit sources of information and opinions accurately in presentations and handouts <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions designed to encourage further conversation • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener • Respond to the listener's interests, needs, and reactions to social conversation • Adopt conventions of email to establish friendly tone in electronic-based social communication

Grades 9–12

CORE PERFORMANCE INDICATORS: common to all four ELA standards

Throughout grades 9, 10, 11, and 12, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Reading

- Identify the purpose for reading
- Adjust the reading rate according to the purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive (e.g., *finally*, *in addition*, and *in contrast*)
- Recognize the organizational format, such as hierarchical, chronological, and cause/effect
- Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading accomplishments

Listening

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people

Speaking

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to the audience's reaction and adapt presentation
- Establish and maintain eye contact with audience

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
- Identify the intended audience
- Use tone and language appropriate to the audience and purpose
- Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing)
- Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe the rules of punctuation, capitalization, and spelling
 - punctuation of simple and compound sentences, dialogue, titles of articles
 - capitalization of words such as proper adjectives, titles of persons, and words in quotes
 - spelling of commonly misspelled words, homonyms, content-area vocabulary
- Use correct grammatical construction
 - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas
 - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text

Grade 9 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - define a purpose for reading by asking questions about what they need to know for their research • Use specialized reference sources, such as glossaries and directories • Read and follow written, complex directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - demonstrate task awareness by employing flexible strategies • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words and phrases to generate research questions • Recognize the defining features and structures of informational texts • Interpret and evaluate data, facts, and ideas in informational texts, such as national newspapers, online and electronic databases, and websites • Identify and evaluate the validity of informational sources, with assistance • Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies <ul style="list-style-type: none"> - employ a range of post-reading practices <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres (e.g., short stories, novels, plays, film and video productions, poems, and essays) <ul style="list-style-type: none"> - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives • Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work <ul style="list-style-type: none"> - check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements • Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode • Compare a film, video, or stage version of a literary work with the written version • Read literary texts aloud to convey an interpretation of the work <ul style="list-style-type: none"> - engage in a variety of shared reading experiences, such as choral reading and reader’s theatre • Read works with a common theme and compare the treatment of that theme by different authors • Interpret multiple levels of meaning in text • Recognize relevance of literature to personal events and situations

Continued on next page

Grade 9 Reading Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form opinions and make judgments about the accuracy of information and personal texts • Generate a list of significant questions to assist with analysis of text • Analyze and evaluate nonfiction texts <ul style="list-style-type: none"> - determine the significance and reliability of information - focus on key words/phrases that signal that the text is heading in a particular direction • Analyze and evaluate poetry to recognize the use and effect of <ul style="list-style-type: none"> - rhythm, rhyme, and sound pattern - repetition - differences between language of the poem and everyday language of readers • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the development of a central idea or theme - the development of characters and their actions - the elements of the plot, such as conflict, climax, and resolution - the significance of the title • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts • Consider the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication

Grade 9 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 students demonstrate as they learn to write include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing, with assistance • Analyze data and facts to communicate information • Take notes from written and oral texts, such as lectures and interviews • Use a range of organizational strategies to present information • Apply new information in different contexts and situations • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet • Define the meaning of and understand the consequences of plagiarism • Use paraphrase and quotation in order to communicate information most effectively • Use charts, graphs, or diagrams to illustrate informational text • Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader - maintain consistent point of view, including first-person, third-person, or omniscient narrator - create a personal voice • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author’s use of literary devices affects meaning - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights - compare and contrast the treatment of literary elements in different genres and by more than one author • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts • Maintain a portfolio that includes literary, interpretive, and responsive writing

Continued on next page

Grade 9 Writing Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 students demonstrate as they learn to write include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details• Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences• Use strategies designed to influence or persuade in advertisements• Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)• Respect the age, gender, and cultural traditions of the recipient• Write and share personal reactions to experiences, events, and observations, using a form of social communication• Identify and model the social communication techniques of published authors• Distinguish between the conventions of academic writing and the conventions of email• Maintain a portfolio that includes writing for social interaction

Grade 9 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 students demonstrate as they learn to listen include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Interpret information from media presentations, such as news broadcasts and taped interviews • Listen to and follow complex directions or instructions • Identify the speaker’s purpose and motive for communicating information • Recognize appropriate voice and tone <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts and performances from a variety of genres, authors, and subjects • Respond to authors’ reading and discussing their works • Recognize features of literary genres in interpreting presentations of literary text • Recognize historical and contemporary social and cultural conditions in presentation of literary texts • Connect literary texts to prior knowledge, personal experience, and contemporary situations • Identify multiple levels of meaning in presentation of literary texts <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Recognize and acknowledge various perspectives on issues of local and national concern • Determine points of view • Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations • Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details • Evaluate the possible bias of the speaker, in order to judge the validity of the content • Recognize the use of protocols and traditional practices in public speaking <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers • Respect age, gender, social position, and cultural traditions of the speaker • Listen for multiple levels of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker’s uniqueness

Grade 9 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 9 students demonstrate as they learn to speak include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations on a range of informational topics • Use notes or speaking points to assist in delivery • Express a point of view, providing supporting facts • Give directions and explain a process <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Express opinions and support them through references to the text <ul style="list-style-type: none"> - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning • Describe the features of the genre to interpret and respond to literary text • Use literary devices, such as volume, rate, rhyme, rhythm, and repetition, to create an emotional or aesthetic response • Use media to support presentation of original and interpretive texts • Ask and respond to questions and follow-up questions to clarify interpretation <ul style="list-style-type: none"> - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles • Articulate personal opinions to clarify stated positions • Present content that is clearly organized and based on knowledge of audience needs and interests • Present arguments from different perspectives • Speak extemporaneously to clarify or elaborate • Respond to constructive criticism • Use visuals and technology to enhance presentation • Ask and respond to questions to seek clarity <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Speaking informally with familiar and unfamiliar people, individually and in group settings • Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions designed to encourage further conversation • Respond to the listener's interests, needs, and reactions to social conversations • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Select language and behavior appropriate to the purpose, occasion, and listener • Adopt the conventions of email to establish friendly tone in electronic-based social communication • Respond respectfully

Grade 10 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources for information and research <ul style="list-style-type: none"> - set purpose for reading by asking questions about what they need to know for their research • Use specialized reference sources, such as glossaries, directories, and abstracts • Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - use workplace documents • Skim texts to gain an overall impression and scan texts for particular information <ul style="list-style-type: none"> - focus on key words/phrases to generate questions • Identify and evaluate the reliability and validity of informational sources • Recognize unstated assumptions • Distinguish verifiable statement from hypothesis • Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects <ul style="list-style-type: none"> - employ a range of post-reading practices to think about new learning and plan further learning <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives • Read literary criticism to increase comprehension and appreciation of literary texts, with assistance • Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience • Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent • Compare a film, video, or stage version of a literary work with the written version • Read literary texts aloud to convey an interpretation of the work • Interpret literary texts on the basis of an understanding of the genre and the literary period • Interpret multiple levels of meaning and subtleties in text • Recognize relevance of literature to contemporary and/or personal events and situations <p>Continued on next page</p>

Grade 10 Reading Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form opinions and make judgments about the validity of persuasive texts • Generate a list of significant questions to assist with analysis of text • Analyze and evaluate nonfiction texts, including <ul style="list-style-type: none"> - determine the writer’s perspectives, purposes, and intended audiences - determine the reliability and significance of information - recognize the format and its significance to content • Analyze and evaluate poetry in order to recognize the use and effect of <ul style="list-style-type: none"> - sensory imagery - figurative language - verse form • Evaluate poetry to recognize the use and effect of verse form • Analyze and evaluate fiction, including <ul style="list-style-type: none"> - the background in which the text is written - the effect created by the author’s tone or mood • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical • Select, reject, and reconcile ideas and information in light of beliefs • Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with a peer or adult; for example, read together silently or aloud, or discuss reactions to texts • Consider the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 10 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to write include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use both primary and secondary sources of information for research • Select and limit topics for informational writing • Analyze data, facts, and ideas to communicate information • Take notes and organize information from written and oral texts, such as lectures and interviews • Use a range of organizational strategies (e.g., clustering, webbing, and mapping) to present information • Define the meaning of and understand the consequences of plagiarism; investigate school policy • Use charts, graphs, and diagrams to support and illustrate informational texts • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> - use literary devices, such as figurative language, allegory, irony, symbolism, and stream of consciousness - create multiple levels of meaning, with assistance - use language and sentence structure creatively to elicit the reader’s emotional response • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author’s use of literary devices affects meaning - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances - compare and contrast the treatment of literary elements in different genres and by more than one author - engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts • Maintain a portfolio that includes literary, interpretive, and responsive writing

Continued on next page

Grade 10 Writing Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to write include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Articulate one or more perspectives, such as one's own and/or those of a special interest group, to summarize arguments on different sides of issues• Develop critiques from more than one perspective, such as historical and cultural• Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience• Use strategies designed to influence or persuade in writing editorials• Use telecommunication to participate in Listserv discussion groups• Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with writing partner(s)• Respect age, gender, and cultural traditions of the recipient• Identify and model the social communication techniques of published writers• Distinguish between the conventions of academic writing and the conventions of email and instant messaging

Grade 10 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to listen include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Interpret information from media presentations, such as documentary films, news broadcasts, and taped interviews • Anticipate the speaker’s points and assess their validity, with assistance • Determine the need for more information for clarification • Synthesize information from different sources by combining or categorizing data and facts • Recognize appropriate voice, tone, and diction <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects • Respond to authors’ reading and discussing their works • Recognize features of literary genres in interpreting and responding to presentations of literary texts • Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts • Identify how format and language are used in presentations to communicate the author’s message <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Recognize and acknowledge various perspectives on issues of world concern • Determine points of view and clarify positions • Evaluate content and organization of the presentations, applying criteria such as relevance of statements in relation to the topic • Evaluate the expertise and possible bias of the speaker, in order to judge the validity of the content • Recognize the use of protocols and traditional practices in debating and public speaking • Analyze and evaluate information, ideas, options, issues, themes, and experiences from a range of academic and nonacademic presentations, such as speeches, interviews, and editorials <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for multiple levels of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker’s uniqueness

Grade 10 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 10 students demonstrate as they learn to speak include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none">• Prepare and give presentations to a variety of audiences on a range of informational topics• Express a point of view, providing supporting facts and details• Anticipate and acknowledge the listener’s points of view• Ask and respond to probing questions to acquire information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none">• Describe the features of the genre and the period to interpret and respond to texts• Use devices such as voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional or aesthetic response <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles and in advertisements• Articulate personal opinions to clarify stated positions and persuade or influence groups• Present reasons, examples, and details from sources cited to defend opinions and judgments• Modify content on the basis of audience response during presentation• Respond to constructive criticism• Use visuals and technology to enhance presentation• Ask and respond to questions to seek clarity or to suggest different perspectives <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Speak informally with familiar and unfamiliar people, individually and in group settings• Respect the age, gender, social position, and cultural traditions of the listener• Use social communication in workplace settings to foster trust and build goodwill• Respond respectfully

Grade 11 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school, public, and academic library resources for information and research • Read and follow written directions and procedures to solve problems and accomplish tasks <ul style="list-style-type: none"> - use workplace documents and technical manuals • Identify and evaluate the reliability and validity of informational sources • Check the consistency of hypothesis with given information and assumption • Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres <ul style="list-style-type: none"> - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives <ul style="list-style-type: none"> - monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension • Read literary criticism to increase comprehension and appreciation of literary texts <ul style="list-style-type: none"> - use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge • Compare a film, video, or stage version of a literary work with the written version • Read literary texts aloud to convey an interpretation of the work • Interpret multiple levels of meaning and subtleties in text <ul style="list-style-type: none"> - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations

Continued on next page

Grade 11 Reading Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form opinions and make judgments about the validity of interpretive texts • Analyze and evaluate nonfiction <ul style="list-style-type: none"> - identify text structure, using supports such as graphic organizers - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings - identify the particular kinds of language used in particular texts • Analyze and evaluate fiction, including the effect of diction and figurative language <ul style="list-style-type: none"> - use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological • Select, reject, and reconcile ideas and information in light of biases • Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts • Consider the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 11 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to write include
-----------------------	---

A literacy competency strand for grades 9–12 is under development and will be posted online when available.

- Standard 1:** Students will read, write, listen, and speak for **information and understanding.**
- Use both primary and secondary sources of information for research
 - Analyze and integrate data, facts, and ideas to communicate information
 - Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards
 - Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information
 - Maintain a portfolio that includes informational writing
- Standard 2:** Students will read, write, listen, and speak for **literary response and expression.**
- Write original literary texts
 - create social, historical, and/or cultural context
 - create multiple levels of meaning
 - Write interpretive and responsive essays of approximately three to five pages to
 - express judgments and support them through references to the text, using direct quotations and paraphrase
 - explain how the author’s use of literary devices affects meaning
 - examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances
 - compare and contrast the treatment of literary elements in different genres and by more than one author
 - use literary criticism to expand personal analysis of the literary text
 - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights
 - Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts
 - Maintain a portfolio that includes literary, interpretive, and responsive writing

Continued on next page

Grade 11 Writing Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to write include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Develop critiques from more than one perspective, such as historical, cultural, and social• Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience• Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements• Use telecommunication to participate in Listserv discussion groups• Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)• Respect age, gender, and cultural traditions of the recipient

Grade 11 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 11 students demonstrate as they learn to listen include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews • Anticipate the speaker’s points and assess their validity • Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas • Recognize appropriate voice, tone, diction, and syntax <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects • Respond to authors’ reading and discussing their works • Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text • Identify how format and language are used in presentations to communicate the author’s message and evoke a response • Recognize how presentation style affects the emotional response of listeners • Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Determine points of view, clarify positions, make judgments, and form opinions • Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations • Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker’s conclusion • Recognize the use of protocols and traditional practices in interviewing and other forms of speaking • Evaluate the impact of the medium on the message <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends or acquaintances • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for multiple levels of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker’s uniqueness

Grade 11 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>The grade-specific performance indicators that grade 11 students demonstrate as they learn to speak include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations to a variety of audiences on a range of informational topics • Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners • Anticipate and respond to the listener’s points of view • Give directions and explain complex processes • Ask and respond to probing and challenging questions to acquire information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements • Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics • Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments • Modify content and presentation strategies on the basis of audience response during presentation • Respond to constructive criticism • Use visuals and technology to enhance presentation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Speak informally with familiar and unfamiliar people, individually and in group settings • Respect the age, gender, social position, and cultural traditions of the listener • Use social communication in workplace settings to foster trust and build goodwill • Respond respectfully

Grade 12 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 12 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school, public, academic, and special library resources for information and research <ul style="list-style-type: none"> - use primary and secondary sources, such as dictionaries and abstracts - set purpose for reading by asking questions about what they need to know for their research • Check consistency of hypothesis with given information and assumption • Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large <ul style="list-style-type: none"> - employ a range of post-reading practices to think about new learning and to plan future learning <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays <ul style="list-style-type: none"> - read and discuss literary criticism - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives • Compare a film, video, or stage version of a literary work with the written version • Read literary texts aloud to convey an interpretation of the work • Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism • Interpret multiple levels of meaning and subtleties in text

Continued on next page

Grade 12 Reading Continued

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 12 students demonstrate as they learn to read include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer’s perspectives, purposes, and intended audience <ul style="list-style-type: none"> - identify text structure, using supports such as graphic organizers - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings - focus on key word/phrases that signal that the text is heading in a particular direction - identify the particular kinds of language used in particular texts • Analyze and evaluate poetry in order to recognize the use and effect of <ul style="list-style-type: none"> - sensory imagery - figurative language - verse form • Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form • Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective • Select, reject, and reconcile ideas and information in light of beliefs • Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism • Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts • Consider the age, gender, social position, and cultural traditions of the writer • Understand and anticipate the author’s use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

Grade 12 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>The grade-specific performance indicators that grade 12 students demonstrate as they learn to write include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use and integrate a wide range of organizational strategies to present information • Define the meaning of and understand the consequences of plagiarism; investigate college and university policies • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write interpretive and responsive essays of approximately five pages to <ul style="list-style-type: none"> - express judgments and support them through references to the text, using direct quotations and paraphrase - explain how the author’s use of literary devices, such as allegory, stream of consciousness, and irony, affects meaning - engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text • Maintain a portfolio that includes literary, interpretive, and responsive writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Develop critiques from more than one perspective, such as historical, cultural, social, and psychological • Use telecommunication to participate in Listserv discussion groups • Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s) • Respect the age, gender, and cultural traditions of the recipient

Grade 12 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>The grade-specific performance indicators that grade 12 students demonstrate as they learn to listen include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Interpret and analyze information from media presentations, such as documentary films, news broadcasts, taped interviews, and debates • Recognize the speaker’s use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Interpret and respond to texts from a variety of genres, authors, and subjects • Respond to authors’ reading and discussing their works • Identify how format and language are used in presentations to communicate the author’s message and evoke a response • Recognize how presentation styles affect the emotional responses of listeners <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Determine points of view to clarify positions, make judgments, and form opinions • Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker’s conclusion • Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content • Recognize the use of protocols and traditional practices in debating, public speaking, interviewing, reviewing literary works, and other forms of speaking • Evaluate the impact of the medium on the message <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers • Respect the age, gender, social position, and cultural traditions of the speaker • Listen for multiple levels of meaning, articulated and unspoken • Encourage the speaker with appropriate facial expressions and gestures • Withhold judgment • Appreciate the speaker’s uniqueness

Grade 12 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 12 students demonstrate as they learn to speak include
<p>A literacy competency strand for grades 9–12 is under development and will be posted online when available.</p>	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none">• Prepare and give presentations to a variety of audiences on a range of informational topics, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches• Give directions and explain complex processes <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none">• Present interpretations and responses to literary texts and performances in presentations to school and public audiences <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none">• Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents, and in advertisements• Present reasons, examples, and details from sources such as films to defend opinions or judgments• Respond to constructive criticism• Use visuals and technology to enhance presentation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none">• Speak informally with familiar and unfamiliar people, individually and in group settings• Respect the age, gender, social position, and cultural traditions of the listener• Use social communication in workplace settings to foster trust and build goodwill• Respond respectfully