

## Kindergarten Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.</b>
<b>K.R.1.2 Students can match letters and sounds and use them in decoding and making C-V-C words.</b>
<b>K.R.1.3 Students can comprehend and use vocabulary from text read aloud.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>K.R.2.1 Students can comprehend and respond to text read aloud.</b>
<b>K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with automaticity.</b>
<b>K.R.2.3 Students can read sight words and high-frequency words with automaticity.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Standards</b>
<b>K.R.3.1 Students can identify concepts of print in text.</b>
<b>K.R.3.2 Students can tell what authors and illustrators do.</b>
<b>K.R.3.3 Students can distinguish fiction from nonfiction.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>K.R.4.1 Students can recognize that literature from various cultures shows differences.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Bloom's Taxonomy Level</b>	<b>Standards</b>
(Knowledge)	<b>K.R.5.1 Students can locate informational text at school.</b>
(Knowledge)	<b>K.R.5.2 Students can alphabetize letters.</b>

**Kindergarten Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Kindergarten students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• read and manipulate words with blends, digraphs and short vowels;</li><li>• comprehend and use vocabulary from text read independently;</li><li>• comprehend and respond to text read independently;</li><li>• use concepts of print in text;</li><li>• compare and contrast other cultures and their own;</li><li>• apply alphabetical order words to the first letter.</li></ul>
<b>Proficient</b>	<p><b>Kindergarten students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• identify and manipulate phonemes and words in spoken language;</li><li>• match letters and sounds and use them in decoding and making C-V-C words;</li><li>• comprehend and use vocabulary from text read aloud;</li><li>• comprehend and respond to text read aloud;</li><li>• identify all upper-case and lower-case letters and matching sounds with automaticity;</li><li>• read sight words and high-frequency words with automaticity;</li><li>• identify concepts of print in text;</li><li>• tell what authors and illustrators do;</li><li>• distinguish fiction from nonfiction;</li><li>• recognize that literature from various cultures shows differences;</li><li>• locate informational text at school;</li><li>• alphabetize letters.</li></ul>
<b>Basic</b>	<p><b>Kindergarten students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify phonemes and words in spoken language;</li><li>• match letters and sounds;</li><li>• retell with prompting a story read aloud;</li><li>• identify the upper- and lower-case letters and sounds in their first and last names with automaticity;</li><li>• identify some concepts of print in text;</li><li>• identify that there are other cultures from literature read-aloud;</li><li>• can locate informational text at school when prompted;</li><li>• say the alphabet.</li></ul>

## Kindergarten Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>K.W.1.1 Students can draw a picture and write a simple sentence about the picture.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>K.W.2.1 Students can write a simple sentence using a capital letter and phonetic spelling.</b>
<b>K.W.2.2 Students can write the letters that match sounds in words.</b>
<b>K.W.2.3 Students can write upper- and lower-case letters.</b>

### Kindergarten Writing Performance Descriptors

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• compose detailed pictures and sentences;</li><li>• write a sentence using a capital letter and a period;</li><li>• write three- and four-letter words;</li><li>• write words and use correct spacing.</li></ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• draw a picture and write a simple sentence about the picture;</li><li>• write a simple sentence using a capital letter and phonetic spelling;</li><li>• write the letters that match sounds in words;</li><li>• write upper- and lower-case letters.</li></ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"><li>• draw and label pictures;</li><li>• write words or phrases using phonetic spelling.</li></ul>

## Kindergarten Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>K.LVS.1.1 Students can follow simple two-step oral directions.</b>
<b>K.LVS.1.2 Students can follow rules of conversation in group situations.</b>
<b>K.LVS.1.3 Students can identify different facial expressions, body language, and signals.</b>
<b>K.LVS.1.4 Students can use patterns and picture organizers to remember everyday information.</b>
<b>K.LVS.1.5 Students can speak in complete sentences to tell about people, places, or things.</b>
<b>K.LVS.1.6 Students can contribute to group discussions on a topic.</b>
<b>K.LVS.1.7 Students can tell about an experience or story in sequence with or without visual aids.</b>
<b>K.LVS.1.8 Students can recite short poems, rhymes, songs, and stories with repeated patterns.</b>
<b>K.LVS.1.9 Students can identify personal and emergency information.</b>

**Kindergarten Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>Kindergarten students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• follow three-step directions;</li><li>• listen for a purpose;</li><li>• respond appropriately to different facial expressions, body language, and signals;</li><li>• express their opinion in complete sentences;</li><li>• formulate questions and express ideas on a topic;</li><li>• tell a story in sequence with details;</li><li>• identify extended personal and emergency information.</li></ul>
<b>Proficient</b>	<p><b>Kindergarten students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• follow simple two-step oral direction;</li><li>• follow rules of conversation in group situations;</li><li>• identify different facial expressions, body language, and signals;</li><li>• use patterns and picture organizers to remember everyday information;</li><li>• speak in complete sentences to tell about people, places, or things;</li><li>• contribute to a group discussion on a topic;</li><li>• tell about an experience or story in sequence with or without visual aids;</li><li>• recite short poems, rhymes, songs, and stories with repeated patterns;</li><li>• identify personal and emergency information.</li></ul>
<b>Basic</b>	<p><b>Kindergarten students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• follow a one-step direction;</li><li>• raise their hand and wait to be called upon;</li><li>• name different facial expressions, body language and signals;</li><li>• locate information in patterns and picture organizers;</li><li>• use words or phrases to describe people, places, or things;</li><li>• listen to a group discussion and answer specific questions;</li><li>• tell an experience or story with teacher prompts;</li><li>• recite phrases or parts of poems, rhymes, songs, and stories;</li><li>• identify personal information.</li></ul>

## First Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>1.R.1.1 Students can decode words using short vowel sounds.</b>
<b>1.R.1.2 Students can read text by decoding word parts.</b>
<b>1.R.1.3 Students can blend sounds of words to read text.</b>
<b>1.R.1.4 Students can separate two part words orally and in text.</b>
<b>1.R.1.5 Students can identify root words and their inflectional forms in text.</b>
<b>1.R.1.6 Students can interpret vocabulary when reading independently.</b>
<b>1.R.1.7 Students can read high-frequency words in text.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>1.R.2.1 Students can comprehend text by applying reading strategies.</b>
<b>1.R.2.2 Students can utilize comprehension strategies.</b>
<b>1.R.2.3 Students can read fluently to comprehend text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Standards</b>
<b>1.R.3.1 Students can identify major literary elements in text.</b>
<b>1.R.3.2 Students can identify similarities and differences in text written by the same author.</b>
<b>1.R.3.3 Students can identify the differences between genres including fiction, nonfiction, and poetry.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>1.R.4.1 Students can compare text from different cultures as read aloud by teacher.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>1.R.5.1 Students can locate and utilize a table of contents.</b>
<b>1.R.5.2 Students can alphabetize words to the first letter.</b>

**First Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>First grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• decode words with long vowels and double vowel teams;</li> <li>• decode word parts with multiple word parts;</li> <li>• read and identify root words when -es, -ed, and is added;</li> <li>• apply learned vocabulary in other learning situations;</li> <li>• utilize comprehension strategies to interpret text;</li> <li>• identify the plot/theme of the text;</li> <li>• contrast texts from different cultures;</li> <li>• locate and distinguish between a glossary, index, and table of contents;</li> <li>• alphabetize words to the second letter.</li> </ul>
<b>Proficient</b>	<p><b>First grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• decode words using short vowel sounds;</li> <li>• read text by decoding word parts;</li> <li>• blend sounds of words to read text;</li> <li>• separate two part words orally and in text;</li> <li>• identify root words and their inflectional forms in text;</li> <li>• interpret vocabulary when reading independently;</li> <li>• read high-frequency words in text;</li> <li>• comprehend text by applying reading strategies;</li> <li>• utilize comprehension strategies;</li> <li>• read fluently to comprehend text;</li> <li>• identify major literary elements in text;</li> <li>• identify similarities and differences in text written by the same author;</li> <li>• identify the difference between genres including fiction, nonfiction, and poetry;</li> <li>• compare text from different cultures as read aloud by teacher;</li> <li>• locate and utilize a table of contents;</li> <li>• alphabetize words to the first letter.</li> </ul>
<b>Basic</b>	<p><b>First grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify short vowel sounds in isolation;</li> <li>• blend beginning, middle, and ending sounds in isolation;</li> <li>• separate a two part word orally in isolation;</li> <li>• read words when -s and -ing are added;</li> <li>• interpret vocabulary when text is read aloud;</li> <li>• comprehend and respond to text read aloud;</li> <li>• identify literary elements in text when prompted;</li> <li>• identify similarities or differences in text written by the same author;</li> <li>• identify fiction and nonfiction text;</li> <li>• recognize that literature from various cultures reflects differences;</li> <li>• locate the table of contents;</li> <li>• alphabetize letters.</li> </ul>

## First Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>1.W.1.1 Students can illustrate and write text to express thoughts and ideas.</b>
<b>1.W.1.2 Students can include details in pictures and writing.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>1.W.2.1 Students can write complete sentences using capital letters and periods.</b>
<b>1.W.2.2 Students can correctly spell three- and four-letter words and high-frequency words.</b>
<b>1.W.2.3 Students can write legibly and space words within a sentence.</b>

**First Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• write and organize a three-sentence paragraph;</li><li>• include descriptive detailed language and word choice when writing a story;</li><li>• use other punctuation marks in addition to periods in writing;</li><li>• write legibly and space words and sentences correctly;</li><li>• correctly spell words of five or more letters.</li></ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• illustrate and write text to express thoughts and ideas;</li><li>• include details in pictures and writing;</li><li>• write complete sentences using capital letters and periods;</li><li>• correctly spell three- and four-letter words and high-frequency words;</li><li>• write legibly and space words within a sentence.</li></ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• draw a picture and write a simple sentence;</li><li>• write a simple sentence using a capital letter;</li><li>• spell three- and four-letter words phonetically;</li><li>• write lower-case and capital letters legibly.</li></ul>

## **First Grade Listening, Viewing, and Speaking Standards**

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>1.LVS.1.1 Students can repeat and follow three-step oral directions.</b>
<b>1.LVS.1.2 Students can follow rules of conversation in a group situation.</b>
<b>1.LVS.1.3 Students can utilize visual organizers which include words for listening and viewing.</b>
<b>1.LVS.1.4 Students can tell stories in sequence with details.</b>
<b>1.LVS.1.5 Students can express ideas in complete sentences using correct grammar.</b>
<b>1.LVS.1.6 Students can answer questions related to the topic.</b>
<b>1.LVS.1.7 Students can tell extended personal information.</b>

**First Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>First grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• follow the rules of conversation and ask appropriate questions;</li><li>• tell stories using details, voice, and word choice;</li><li>• express ideas in complete and detailed sentences using correct grammar;</li><li>• ask and answer questions related to the topic;</li><li>• utilize extended personal information in different contexts.</li></ul>
<b>Proficient</b>	<p><b>First grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• repeat and follow three-step oral directions;</li><li>• follow the rules of conversation in a group situation;</li><li>• utilize visual organizers which include words for listening and viewing;</li><li>• tell stories in sequence with details;</li><li>• express ideas in complete sentences using correct grammar;</li><li>• answer questions related to the topic;</li><li>• tell extended personal information.</li></ul>
<b>Basic</b>	<p><b>First grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• repeat and follow two-step oral directions;</li><li>• follow the rules of conversation when speaking to one person;</li><li>• use patterns and visual organizers to recall everyday information;</li><li>• tell stories in sequence;</li><li>• express ideas in complete sentences;</li><li>• contribute to group discussions;</li><li>• tell first and last name, phone number, emergency contact name and 911.</li></ul>

## Second Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>2.R.1.1 Students can decode to read and recognize words.</b>
<b>2.R.1.2 Students can read simple contractions and identify the two words which are combined in text.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>2.R.2.1 Students can apply strategies to read and comprehend text.</b>
<b>2.R.2.2 Students can read aloud fluently to comprehend text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>2.R.3.1 Students can recognize different genres of literature.</b>
<b>2.R.3.2 Students can identify the literary elements of character, setting, plot, and theme in literature.</b>
<b>2.R.3.3 Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>2.R.4.1 Students can compare and contrast different versions of literature from different cultures.</b>
<b>2.R.4.2 Students can compare and contrast different stories from various time periods.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>2.R.5.1 Students can identify and utilize text features to comprehend informational texts.</b>
<b>2.R.5.2 Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.</b>

**Second Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• choose strategies to read fluently;</li> <li>• compare or contrast different genres of literature;</li> <li>• compare literary elements in two stories;</li> <li>• identify rhyme, rhythm, alliteration in various patterns in poetry;</li> <li>• analyze stories from various time periods and cultures that are the same and different;</li> <li>• apply alphabetical order to the third letter when using dictionaries and encyclopedias.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• decode to read and recognize words;</li> <li>• read simple contractions and identify two words which are combined in text;</li> <li>• apply strategies to read and comprehend text;</li> <li>• read aloud fluently to comprehend text;</li> <li>• recognize different genres of literature;</li> <li>• identify the literary elements of character, setting, plot, and theme in literature;</li> <li>• identify rhyme, rhythm, alliteration, and a simple pattern in poetry;</li> <li>• compare and contrast different versions of literature from different cultures;</li> <li>• compare and contrast different stories from various time periods;</li> <li>• identify and utilize text features to comprehend informational text;</li> <li>• apply alphabetical order to the second letter when using dictionaries and encyclopedias.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• decode words using short vowels sounds;</li> <li>• read contractions;</li> <li>• use strategies to read and comprehend when prompted;</li> <li>• recognize characteristics of fairy tale/folktale;</li> <li>• identify character and setting in literature;</li> <li>• identify rhyme or rhythm in poetry;</li> <li>• compare different stories from various time periods or from different cultures;</li> <li>• use text features with assistance to comprehend information;</li> <li>• apply alphabetical order to the first letter when using dictionaries and encyclopedias.</li> </ul>

## Second Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>2.W.1.1 Students can write three related sentences.</b>
<b>2.W.1.2 Students can write a friendly letter.</b>
<b>2.W.1.3 Students can write questions and statements.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>2.W.2.1 Students can use periods and question marks in writing and commas in the greeting and closing of a friendly letter.</b>
<b>2.W.2.2 Students can capitalize proper names, days of the week, and months of the year when writing.</b>
<b>2.W.2.3 Students can spell high-frequency words as well as words with phonetic elements.</b>
<b>2.W.2.4 Students can form letters accurately, and space words and sentences correctly.</b>

**Second Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<b>Second grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• write a paragraph;</li><li>• write a multi-paragraph letter;</li><li>• write questions and statements when writing a story;</li><li>• capitalize holidays, and titles of people when writing.</li></ul>
<b>Proficient</b>	<b>Second grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• write three related sentences;</li><li>• write a friendly letter;</li><li>• write questions and statements;</li><li>• use periods and question marks in writing and commas in the greeting and closing of a friendly letter;</li><li>• capitalize proper names, days of the week, and months of the year when writing;</li><li>• spell high frequency as well as words with phonetic elements;</li><li>• form letters accurately, and space words and sentences correctly.</li></ul>
<b>Basic</b>	<b>Second grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• write three non-related sentences;</li><li>• write a friendly letter with assistance;</li><li>• write a statement;</li><li>• use periods and question marks in writing;</li><li>• capitalize days of the week;</li><li>• spell high frequency words with phonetic elements;</li><li>• form letters correctly.</li></ul>

## Second Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>2.LVS.1.1 Students can repeat and follow four-step oral directions.</b>
<b>2.LVS.1.2 Students can follow rules of conversation and respond appropriately.</b>
<b>2.LVS.1.3 Students can utilize graphic organizers to organize information gained through listening or viewing.</b>
<b>2.LVS.1.4 Students can deliver information on topics using facts and details.</b>
<b>2.LVS.1.5 Students can express ideas using content area vocabulary.</b>
<b>2.LVS.1.6 Students can ask and respond to questions related to the topic.</b>

**Second Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• repeat and follow complex four-step oral directions;</li><li>• state, follow, and respond to the rules of conversation without reminders;</li><li>• create and use their own graphic organizer to organize information through listening or viewing;</li><li>• extend ideas using content area vocabulary.</li></ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• repeat and follow simple four-step oral directions;</li><li>• follow the rules of conversation and respond appropriately;</li><li>• utilize graphic organizers to organize information gained through listening or viewing;</li><li>• deliver information on topics using facts and details;</li><li>• express ideas using content area vocabulary;</li><li>• ask and respond to questions related to the topic.</li></ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• repeat and follow simple three-step oral directions;</li><li>• follow the rules of conversation;</li><li>• use graphic organizers with teacher/peer assistance;</li><li>• discuss topics using facts and details when prompted;</li><li>• use content area vocabulary when prompted;</li><li>• ask and respond to questions related to the topic when prompted.</li></ul>

## Third Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>3.R.1.1 Students can decode using word recognition skills.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>3.R.2.1 Students can apply comprehension strategies to read and interpret text.</b>
<b>3.R.2.2 Students can fluently read aloud and silently to comprehend text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>3.R.3.1 Students can identify and describe literary elements and devices in literature.</b>
<b>3.R.3.2 Students can compare and contrast different genres.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>3.R.5.1 Students can determine and utilize organizational features of text.</b>
<b>3.R.5.2 Students can choose reference materials to locate information.</b>
<b>3.R.5.3 Students can collect information from two reference materials.</b>

**Third Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze complex word patterns;</li><li>• apply comprehension strategies and read using expression and inflection;</li><li>• read using expression and inflection;</li><li>• compare and contrast literary elements, literary devices and a variety of genres;</li><li>• interpret and respond to ideas and attitudes expressed in multicultural and historical texts by making connections;</li><li>• utilize and apply organizational features of informational text;</li><li>• collect and organize information from reference materials.</li></ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• decode using word recognition skills;</li><li>• apply comprehension strategies to read and interpret text;</li><li>• fluently read aloud and silently to comprehend text;</li><li>• identify and describe literary elements and devices in literature;</li><li>• compare and contrast different genres;</li><li>• respond to ideas and attitudes expressed in multicultural and historical texts by making connections;</li><li>• determine and utilize organizational features of informational text;</li><li>• choose reference materials to locate information;</li><li>• collect information from two reference materials.</li></ul>
<b>Basic</b>	<p><b>Third grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• decode words to build vocabulary;</li><li>• read aloud and silently applying comprehension strategies;</li><li>• identify literary elements: character, setting, and problem;</li><li>• recognize genres;</li><li>• recognize similarities and differences in various cultures in text;</li><li>• identify text organizational features;</li><li>• choose reference materials, with guidance, to locate information.</li></ul>

## Third Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>3.W.1.1 Students can write statements, questions, commands, and exclamations.</b>
<b>3.W.1.2 Students can identify a topic sentence, supporting details, and a conclusion in a paragraph.</b>
<b>3.W.1.3 Students can write a paragraph using supporting details.</b>
<b>3.W.1.4 Students can write a friendly letter, thank you notes, and invitations.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>3.W.2.1 Students can capitalize geographical names, holidays, special events, titles of books and stories, and titles of people.</b>
<b>3.W.2.2 Students can use commas when writing dates, city and state, and items in a series.</b>
<b>3.W.2.3 Students can write in manuscript and/or cursive with proper spacing of words and sentences.</b>
<b>3.W.2.4 Students can identify and incorporate interjections in the writing process.</b>

**Third Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<p><b>Third grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• compose a paragraph with indentation, a topic sentence, supporting details, and a conclusion; incorporating questions, commands, statements and/or exclamations;</li><li>• write friendly letters, thank you notes, invitations, letter to the editor or principal;</li><li>• capitalize newspapers, magazines, first words in quotations, names, holidays, special events, book and story titles, and titles of people;</li><li>• use commas in dates; city and state; and items in a series; and quotation marks in dialogue;</li><li>• write legibly in cursive with proper spacing in a paragraph;</li><li>• write a paragraph using multiple interjections.</li></ul>
<b>Proficient</b>	<p><b>Third grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• write statements, questions, commands, and exclamations;</li><li>• identify a topic sentence, supporting details, and a conclusion in a paragraph;</li><li>• write a paragraph using supporting details;</li><li>• write a friendly letter, thank you notes, and invitations;</li><li>• capitalize geographical names, holidays, special events, titles of books and stories, and titles of people;</li><li>• use commas when writing dates, city and state, and items in a series;</li><li>• write in manuscript and/or cursive with proper spacing of words and sentences;</li><li>• identify and incorporate interjections in the writing process.</li></ul>
<b>Basic</b>	<p><b>Third grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• write a statement and a question;</li><li>• write three sentences about a topic;</li><li>• write friendly letters, thank you notes, or invitations with proper capitalization and punctuation with assistance;</li><li>• write in manuscript with proper spacing.</li></ul>

## Third Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>3.LVS.1.1 Students can incorporate listening and viewing strategies to identify the content of the presentation.</b>
<b>3.LVS.1.2 Students can recall the content of a visual and auditory presentation.</b>
<b>3.LVS.1.3 Students can deliver a presentation incorporating descriptive vocabulary.</b>
<b>3.LVS.1.4 Students can demonstrate presentation skills.</b>

**Third Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• incorporate listening and viewing strategies to identify the purpose and content of a presentation;</li><li>• explain the content of visual and auditory presentations;</li><li>• incorporate expanding vocabularies into a presentation;</li><li>• demonstrate presentation skills by using technology.</li></ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• incorporate listening and viewing strategies to identify the content of the presentation;</li><li>• recall the content of a visual and auditory presentation;</li><li>• deliver a presentation incorporating descriptive vocabulary;</li><li>• demonstrate presentation skills.</li></ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• incorporate listening and viewing strategies with reminders;</li><li>• recall the main idea of visual and auditory presentations;</li><li>• deliver a dramatic or informational presentation.</li></ul>

## Fourth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>4.R.1.1 Students can analyze complex word patterns.</b>
<b>4.R.1.2 Students can identify meanings of unfamiliar vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>4.R.2.1 Students can construct meaning from text by applying comprehension strategies.</b>
<b>4.R.2.2 Students can develop fluency by utilizing fluency strategies independently.</b>
<b>4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>4.R.3.1 Students can identify organizational and text structures within genres.</b>
<b>4.R.3.2 Students can identify, explain, and use text features.</b>
<b>4.R.3.3 Students can determine how word choice affects meaning.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>4.R.5.1 Students can use organizational features of text.</b>
<b>4.R.5.2 Students can research a topic by gathering information from at least two sources.</b>

**Fourth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze and classify complex word patterns;</li><li>• construct meaning from text by applying and defending comprehension strategies;</li><li>• read fluently using multiple strategies;</li><li>• compare and contrast literary genres based on characteristics, structures and text features;</li><li>• compare and contrast the characteristics of time period, multicultural and historical texts;</li><li>• use and explain organizational features of text;</li><li>• research a topic by gathering information from multiple sources.</li></ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• analyze complex word patterns;</li><li>• identify meanings of unfamiliar vocabulary;</li><li>• construct meaning from text by applying comprehension strategies;</li><li>• develop fluency by utilizing fluency strategies independently;</li><li>• utilize fluency strategies to comprehend literature and other materials;</li><li>• identify organizational and text structures within genres;</li><li>• identify, explain, and use text features;</li><li>• determine how word choice affects meaning;</li><li>• identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts;</li><li>• use organizational features of text;</li><li>• research a topic by gathering information from at least two sources.</li></ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify word parts;</li><li>• read aloud and silently to construct meaning from text using a guided comprehension strategy;</li><li>• identify genres and text features;</li><li>• identify time period, multicultural or historical texts;</li><li>• identify organizational features of text;</li><li>• research a topic by gathering information from a single source.</li></ul>

## Fourth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.</b>
<b>4.W.1.2 Students can create sentences using words that describe, explain, or provide additional details and connections.</b>
<b>4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>4.W.2.1 Students can capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</b>
<b>4.W.2.2 Students can identify and incorporate nouns in the writing process.</b>

**Fourth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• compose a narrative and descriptive text with multiple paragraphs that include topic sentences, supporting details, and conclusions;</li><li>• use capitalization and punctuation consistently in their writing;</li><li>• use parts of speech correctly in writing a paragraph;</li><li>• create a paragraph by using descriptive words to describe, explain, provide details, and make connections.</li></ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• express ideas, personal thoughts, and observations in response to literature;</li><li>• create sentences by using words that describe, explain, or provide additional details and connections;</li><li>• compose a narrative paragraph with a topic sentence, supporting details, and a conclusion;</li><li>• capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations;</li><li>• identify and incorporate nouns in the writing process.</li></ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• write a paragraph to explain or describe a topic;</li><li>• identify common and proper nouns (geographical names, holidays, special events, book titles and titles of people).</li></ul>

## Fourth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing.</b>
<b>4.LVS.1.2 Students can record and explain information while listening and viewing.</b>
<b>4.LVS.1.3 Students can express ideas and convey information in an oral presentation.</b>
<b>4.LVS.1.4 Students can incorporate expanding vocabularies into a formal presentation.</b>
<b>4.LVS.1.5 Students can integrate nonverbal techniques in oral communication.</b>

### Fourth Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Fourth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• identify and explain the purpose and content of a visual and auditory presentation;</li> <li>• record and interpret information using listening and viewing skills;</li> <li>• express ideas and convey information with the use of multimedia in an oral presentation.</li> </ul>
<b>Proficient</b>	<p><b>Fourth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify and explain the purpose of the presentation through listening and viewing;</li> <li>• record and explain information while listening and viewing;</li> <li>• express ideas and convey information in an oral presentation;</li> <li>• incorporate expanding vocabularies into a formal presentation;</li> <li>• integrate nonverbal techniques in oral presentations.</li> </ul>
<b>Basic</b>	<p><b>Fourth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• listen and view to identify the content of the presentation;</li> <li>• listen and identify the main idea of a presentation and one piece of evidence;</li> <li>• express ideas in an oral presentation.</li> </ul>

## Fifth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>5.R.1.1 Students can construct meaning by using word parts and categories.</b>
<b>5.R.1.2 Students can determine word meaning using prior knowledge and context clues.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>5.R.2.1 Students can utilize comprehension strategies while constructing meaning.</b>
<b>5.R.2.2 Students can apply fluency strategies to gain meaning from text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>5.R.3.1 Students can distinguish literary genres based on characteristics, structures, and patterns.</b>
<b>5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood.</b>
<b>5.R.3.3 Students can identify literary devices within text.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>5.R.5.1 Students can select information from two or more reference sources to meet a goal.</b>
<b>5.R.5.2 Students can identify the author's purpose in argumentative and persuasive text.</b>
<b>5.R.5.3 Students can choose references to meet the needs of an assigned task.</b>

**Fifth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• construct word meaning using word patterns, word categories and context clues;</li> <li>• explain the comprehension strategies used to construct meaning;</li> <li>• apply and explain when to use fluency strategies to gain meaning from text;</li> <li>• describe the characteristics, structures, and patterns of literary genre;</li> <li>• analyze how elements of character, setting, plot, theme, point of view and mood effect meaning of text;</li> <li>• explain how literary devices enhance meaning of text;</li> <li>• analyze text from various cultures, time periods, and geographical locations;</li> <li>• retrieve, determine the importance of, and communicate the findings of information found in text;</li> <li>• analyze argumentative and persuasive text to determine the author’s purpose;</li> <li>• use multiple references within a task.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• construct meaning by using word parts and categories;</li> <li>• determine word meaning using prior knowledge and context clues;</li> <li>• utilize comprehension strategies while constructing meaning;</li> <li>• apply fluency strategies to gain meaning from text;</li> <li>• distinguish literary genres based on characteristics, structures, and patterns;</li> <li>• interpret literary elements of character, setting, plot, theme, point of view, and mood;</li> <li>• identify literary devices within text;</li> <li>• examine and compare texts from various cultures, time periods, and geographical locations;</li> <li>• select information from two or more reference sources to meet a goal;</li> <li>• identify the author’s purpose in argumentative and persuasive text;</li> <li>• choose references to meet the needs of an assigned task.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify meaning by using word parts and context clues;</li> <li>• identify word meaning using prior knowledge or context clues;</li> <li>• use individual comprehension strategies to construct meaning;</li> <li>• apply some fluency strategies to gain meaning from text;</li> <li>• distinguish among fiction, non-fiction and poetry;</li> <li>• identify character, setting, and sequence of events;</li> <li>• locate a literary device within a text;</li> <li>• identify the culture, time period, and geographical location within a given text;</li> <li>• retrieve specified information from a single source;</li> <li>• identify a persuasive and/or argumentative text;</li> <li>• use a single reference within a task.</li> </ul>

## **Fifth Grade Writing Standards**

Indicator 1: Students can apply the writing process to compose text.

<b>Standards</b>
<b>5.W.1.1 Students can compose narrative, and descriptive text of one paragraph.</b>
<b>5.W.1.2 Students can express ideas; reflect on personal thoughts, opinions, and observations; and respond to literature through writing.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

<b>Standards</b>
<b>5.W.2.1 Students can punctuate and capitalize text including dialogue.</b>
<b>5.W.2.2 Students can identify and incorporate verbs in the writing process.</b>

**Fifth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• compose narrative and descriptive text with three or more paragraphs;</li><li>• compare and contrast readers' responses to text through writing;</li><li>• punctuate, capitalize and indent text, including dialogue in a paragraph;</li><li>• identify and explain use of verbs in the writing process.</li></ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• compose narrative, descriptive, expository, and persuasive text of one paragraph;</li><li>• express ideas; reflect on personal thoughts, opinions and observations; and response to literature through writing;</li><li>• punctuate and capitalize text including dialogue;</li><li>• identify and incorporate verbs in the writing process.</li></ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• compose a personal narrative using a topic sentence, supporting details and a conclusion;</li><li>• writes personal thoughts in response to text;</li><li>• punctuate and capitalize a simple sentence containing dialogue;</li><li>• identify verbs.</li></ul>

## Fifth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.</b>
<b>5.LVS.1.2 Students can explain the purpose and content of the presentation.</b>
<b>5.LVS.1.3 Students can select and organize relevant information gathered through listening and viewing.</b>
<b>5.LVS.1.4 Students can deliver a narrative oral presentation.</b>

### Fifth Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• interpret the purpose and content of the presentation using verbal and nonverbal cues;</li> <li>• select, organize, and explain relevance of information gathered through listening and viewing;</li> <li>• deliver a narrative oral presentation using multimedia.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify the purpose and content of a presentation through listening and viewing;</li> <li>• explain the purpose and content of the presentation;</li> <li>• select and organize relevant information gathered through listening and viewing;</li> <li>• deliver a narrative oral presentation.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• listen and/or view to identify specified information within the presentation;</li> <li>• identify the content of the presentation;</li> <li>• select relevant information gathered through listening and viewing;</li> <li>• express ideas and convey information in an oral presentation.</li> </ul>

## Sixth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>6.R.1.1 Students can expand word meanings using word categories and word parts.</b>
<b>6.R.1.2 Students can utilize context to comprehend words with multiple meanings.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>6.R.2.1 Students can utilize direct and implied meaning to comprehend text.</b>
<b>6.R.2.2 Students can demonstrate the elements of fluency to comprehend text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>6.R.3.1 Students can describe text structures to determine meaning in fiction, nonfiction, and poetry.</b>
<b>6.R.3.2 Students can describe literary elements to determine meaning in fiction, nonfiction, and poetry.</b>
<b>6.R.3.3 Students can describe literary devices to determine meaning in fiction, nonfiction, and poetry.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>6.R.4.1 Students can compare and contrast text from different time periods, cultures, and historical events.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>6.R.5.1 Students can compare and contrast information on one topic from multiple informational texts.</b>
<b>6.R.5.2 Students can evaluate the credibility of informational texts.</b>
<b>6.R.5.3 Students can utilize sources to locate information.</b>

**Sixth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Sixth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• analyze word meanings using word categories and word parts;</li> <li>• analyze context to comprehend words with multiple meanings;</li> <li>• analyze the context of a passage to support direct and implied meaning;</li> <li>• apply the elements of fluency to comprehend;</li> <li>• analyze text structures to determine meaning in fiction, nonfiction, and poetry;</li> <li>• analyze literary elements to determine meaning in fiction, nonfiction, and poetry;</li> <li>• analyze literary devices to determine meaning in fiction, nonfiction, and poetry;</li> <li>• compare, contrast, and evaluate text from different time periods, cultures, and historical events;</li> <li>• synthesize multiple sources to compare and contrast information when reading informational texts;</li> <li>• utilize and evaluate the credibility of texts to locate information.</li> </ul>
<b>Proficient</b>	<p><b>Sixth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• expand word meanings using word categories and word parts;</li> <li>• utilize context to comprehend words with multiple meanings;</li> <li>• utilize direct and implied meaning to comprehend text;</li> <li>• demonstrate the elements of fluency to comprehend text;</li> <li>• describe text structures to determine meaning in fiction, nonfiction, and poetry;</li> <li>• describe literary elements to determine meaning in fiction, nonfiction, and poetry;</li> <li>• describe literary devices to determine meaning in fiction, nonfiction, and poetry;</li> <li>• compare and contrast text from different time periods, cultures, and historical events;</li> <li>• compare and contrast information on one topic from multiple informational texts;</li> <li>• evaluate the credibility of informational texts;</li> <li>• utilize sources to locate information.</li> </ul>
<b>Basic</b>	<p><b>Sixth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify word meanings using word categories and word parts;</li> <li>• define words to comprehend;</li> <li>• utilize direct meaning to comprehend text;</li> <li>• demonstrate the elements of fluency;</li> <li>• identify text structures in fiction, nonfiction, and poetry;</li> <li>• identify literary elements to determine meaning in fiction, nonfiction, and poetry;</li> <li>• identify literary devices to determine meaning in fiction, nonfiction, and poetry;</li> <li>• compare text from different time periods, cultures, and historical events;</li> <li>• use two sources to compare or contrast information;</li> <li>• distinguish fact from opinion in informational texts;</li> <li>• utilize one source to locate information.</li> </ul>

## Sixth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

<b>Standards</b>
<b>6.W.1.1 Students can compose narrative and descriptive text of three paragraphs.</b>
<b>6.W.1.2 Students can revise the organization in narrative and descriptive writing.</b>
<b>6.W.1.3 Students can identify purpose and audience in writing.</b>
<b>6.W.1.4 Students can summarize information from references to compose text.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

<b>Standards</b>
<b>6.W.2.1 Students can edit text for subject-verb agreement.</b>
<b>6.W.2.2 Students can identify and incorporate pronouns in the writing process.</b>

**Sixth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<p><b>Sixth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• compose narrative, descriptive, and expository text of three paragraphs or more;</li><li>• revise narrative and descriptive texts by reviewing ideas, sentence, fluency and voice;</li><li>• independently choose formal or informal writing to address purpose and audience;</li><li>• can elaborate on key ideas, issues, and/or situations as information is summarized from references to compose text;</li><li>• edit text for subject-verb agreement, verb tense agreement, and phrases and clauses;</li><li>• identify and incorporate interjections, nouns, verbs, pronouns, and adjectives.</li></ul>
<b>Proficient</b>	<p><b>Sixth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• compose narrative and descriptive text of three paragraphs;</li><li>• revise the organization in narrative and descriptive writing;</li><li>• identify purpose and audience in writing;</li><li>• summarize information from references to compose text;</li><li>• edit text for subject-verb agreement;</li><li>• identify and incorporate pronouns in the writing process.</li></ul>
<b>Basic</b>	<p><b>Sixth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• compose narrative and descriptive texts of less than three paragraphs;</li><li>• revise the organization in narrative texts;</li><li>• identify the purpose or audience in writing;</li><li>• summarize information from references;</li><li>• edit text;</li><li>• identify pronouns.</li></ul>

## Sixth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>6.LVS.1.1 Students can interpret the purpose and content of the presentation by observing the speaker’s verbal and nonverbal cues.</b>
<b>6.LVS.1.2 Students can organize and present narrative and informative presentations using main ideas and supporting details.</b>
<b>6.LVS.1.3 Students can identify facts and opinions in auditory and visual information.</b>

### Sixth Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Sixth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate the purpose and content of the presentation using verbal and nonverbal cues;</li> <li>• organize and present information using cause/effect or problem/solution;</li> <li>• interpret facts and opinions in auditory and visual information.</li> </ul>
<b>Proficient</b>	<p><b>Sixth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• interpret the purpose and content of the presentation by observing the speaker’s verbal and nonverbal cues;</li> <li>• organize and present narrative and informative presentations using main ideas and supporting details;</li> <li>• identify facts and opinions in auditory and visual information.</li> </ul>
<b>Basic</b>	<p><b>Sixth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• recognize the purpose of the presentations using verbal cues;</li> <li>• organize and present information by main ideas;</li> <li>• identify facts in auditory and visual information.</li> </ul>

## Seventh Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>7.R.1.1 Students can analyze word parts to determine meaning and context.</b>
<b>7.R.1.2 Students can infer how word choice affects meaning.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>7.R.2.1 Students can interpret text using comprehension strategies.</b>
<b>7.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.</b>
<b>7.R.3.2 Students can identify how authors use literary elements to create meaning.</b>
<b>7.R.3.3 Students can identify how authors use literary devices to create meaning.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>7.R.4.1 Students can identify recurring themes in text from diverse cultures, time periods, and historical events.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>7.R.5.1 Students can determine which reference sources will provide the best information for the assigned task.</b>
<b>7.R.5.2 Students can analyze and organize data from informational text.</b>
<b>7.R.5.3 Students can evaluate the accuracy and credibility of information about a topic contained in multiple sources.</b>
<b>7.R.5.4 Students can analyze the author's purpose in text.</b>

**Seventh Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Seventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• formulate new words using word parts;</li> <li>• justify how word choice affects meaning;</li> <li>• evaluate text using comprehension strategies;</li> <li>• read fluently above grade-level text;</li> <li>• evaluate how authors use literary elements to create meaning;</li> <li>• evaluate how authors use literary devices to create meaning;</li> <li>• evaluate the characteristics of fiction, nonfiction, drama, and poetry;</li> <li>• identify and evaluate recurring themes in text from diverse cultures, time periods, and historical events;</li> <li>• synthesize information about a topic contained in multiple sources;</li> <li>• synthesize data from informational text;</li> <li>• combine new information with existing knowledge to form new interpretations;</li> <li>• evaluate the author’s purpose in text.</li> </ul>
<b>Proficient</b>	<p><b>Seventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• analyze word parts to determine meaning and context;</li> <li>• infer how word choice affects meaning;</li> <li>• interpret text using comprehension strategies;</li> <li>• read fluently to comprehend grade-level text;</li> <li>• examine text structures for characteristics of fiction, nonfiction, drama, and poetry;</li> <li>• identify how authors use literary elements to create meaning;</li> <li>• identify how authors use literary devices to create meaning;</li> <li>• identify recurring themes in text from diverse cultures, time periods, and historical events;</li> <li>• determine which reference sources will provide the best information for the assigned task;</li> <li>• analyze and organize data from informational text;</li> <li>• evaluate the accuracy and credibility of information about a topic contained in multiple sources;</li> <li>• analyze the author’s purpose in text.</li> </ul>
<b>Basic</b>	<p><b>Seventh grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify word parts;</li> <li>• recognize that words have different meanings;</li> <li>• identify comprehension strategies;</li> <li>• read fluently below grade-level text;</li> <li>• describe literary elements to create meaning;</li> <li>• describe how authors use literary devices to create meaning;</li> <li>• identify the characteristics of fiction, nonfiction, drama, or poetry;</li> <li>• read to understand other cultures and time periods;</li> <li>• classify information about a topic from limited sources;</li> <li>• identify information to answer questions from informational text;</li> <li>• determine the credibility of information;</li> <li>• identify the author’s purpose in text.</li> </ul>

## Seventh Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

<b>Standards</b>
<b>7.W.1.1 Students can compose expository and persuasive text of three paragraphs.</b>
<b>7.W.1.2 Students can revise word choice in writing.</b>
<b>7.W.1.3 Students can select language and style for writing.</b>
<b>7.W.1.4 Students can summarize and paraphrase information from references to compose text.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

<b>Standards</b>
<b>7.W.2.1 Students can edit text for verb tense agreement.</b>
<b>7.W.2.2 Students can identify and incorporate adjectives in the writing process.</b>

**Seventh Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<p><b>Seventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• compose and evaluate expository and persuasive writing of three paragraphs or more;</li><li>• revise writing for word choice, ideas, and content;</li><li>• identify the purpose and audience and can evaluate language and style for writing;</li><li>• summarize, paraphrase, and evaluate information from references to compose text;</li><li>• edit text for verb tense agreement and correct use of modifiers;</li><li>• identify and incorporate interjections, nouns, verbs, pronouns, adjectives, and adverbs in the writing process.</li></ul>
<b>Proficient</b>	<p><b>Seventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• compose expository and persuasive text of three paragraphs;</li><li>• revise word choice in writing;</li><li>• select language and style for writing;</li><li>• summarize and paraphrase information from references to compose text;</li><li>• edit text for verb tense agreement;</li><li>• identify and incorporate adjectives in the writing process.</li></ul>
<b>Basic</b>	<p><b>Seventh grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• compose expository and persuasive writing of less than three paragraphs;</li><li>• use feedback to revise word choice in writing;</li><li>• identify the purpose and audience in writing;</li><li>• summarize information from references to compose text;</li><li>• edit text for subject-verb agreement;</li><li>• identify adjectives in text.</li></ul>

## Seventh Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>7.LVS.1.1 Students can evaluate the purpose and content of the presentation using listening and viewing skills.</b>
<b>7.LVS.1.2 Students can express orally how audience and purpose influence speech format.</b>
<b>7.LVS.1.3 Students can create clear and organized descriptive, informative, and narrative presentations.</b>
<b>7.LVS.1.4 Students can evaluate the use of facts and opinions expressed in auditory and visual information.</b>

**Seventh Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>Seventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• evaluate and support the purpose and content of the presentation using listening and viewing skills;</li><li>• evaluate how audience and purpose influence speech format;</li><li>• create clear and organized descriptive, informative, and narrative presentations using audio visual aids;</li><li>• evaluate the use of facts and opinions to determine essential information expressed in auditory and visual information.</li></ul>
<b>Proficient</b>	<p><b>Seventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• evaluate the purpose and content of the presentation using listening and viewing skills;</li><li>• express orally how audience and purpose influence speech format;</li><li>• create clear and organized descriptive, informative, and narrative presentations;</li><li>• evaluate the use of facts and opinions expressed in auditory and visual information.</li></ul>
<b>Basic</b>	<p><b>Seventh grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• determine the purpose and content of the presentation by observing the speaker's verbal and nonverbal cues;</li><li>• identify orally that audience or purpose influence speech format;</li><li>• create an organized descriptive, informative, or narrative presentations;</li><li>• identify facts and opinions expressed in auditory and visual information.</li></ul>

## **Eighth Grade Reading Standards**

Indicator 1: Students can recognize and analyze words.

<b>Standards</b>
<b>8.R.1.1 Students can apply contextual knowledge of word origins to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

<b>Standards</b>
<b>8.R.2.1 Students can analyze text using comprehension strategies.</b>
<b>8.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

<b>Standards</b>
<b>8.R.3.1 Students can examine the author's use of literary elements in fiction, nonfiction, drama, and poetry.</b>
<b>8.R.3.2 Students can examine the effects of the author's use of literary devices.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

<b>Standards</b>
<b>8.R.4.1 Students can compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>8.R.5.1 Students can evaluate information and author's purpose about a topic gathered from informational text.</b>
<b>8.R.5.2 Students can recognize expository, persuasive, and procedural text.</b>
<b>8.R.5.3 Students can combine new information with existing knowledge to enhance understanding.</b>

**Eighth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Eighth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze word origins and derivations to extend vocabulary;</li><li>• interpret text using comprehension strategies across genres;</li><li>• read fluently to comprehend above grade-level text;</li><li>• evaluate the author’s use of literary elements in text.</li><li>• evaluate the effect of the author’s use of literary devices;</li><li>• compare and contrast themes and conflicts in literature from different time periods and cultures.</li><li>• evaluate information and author’s purpose for accuracy and credibility;</li><li>• differentiate between expository, persuasive, and procedural text;</li><li>• synthesize valid information across a variety of sources to enhance understanding.</li></ul>
<b>Proficient</b>	<p><b>Eighth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• apply contextual knowledge of word origins to extend vocabulary;</li><li>• analyze text using comprehension strategies;</li><li>• read fluently to comprehend grade-level text;</li><li>• examine the author’s use of literary elements in fiction, nonfiction, drama, and poetry;</li><li>• examine the effects of the author’s use of literary devices;</li><li>• compare and contrast literature from different time periods and cultures dealing with similar themes and conflicts;</li><li>• evaluate information and author’s purpose about a topic gathered from informational text;</li><li>• recognize expository, persuasive, and procedural text;</li><li>• combine new information with existing knowledge to enhance understanding.</li></ul>
<b>Basic</b>	<p><b>Eighth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• recognize that words come from other languages;</li><li>• apply comprehension strategies;</li><li>• read fluently to comprehend below grade-level text;</li><li>• identify the author’s use of literary elements in text;</li><li>• identify the author’s use of literary devices;</li><li>• identify literature from different time periods and cultures;</li><li>• understand that not all informational text is accurate and that authors write for various purposes;</li><li>• recognize expository, persuasive, and procedural text;</li><li>• use information from a variety of sources to discuss a topic.</li></ul>

## **Eighth Grade Writing Standards**

Indicator 1: Students can apply the writing process to compose text.

<b>Standards</b>
<b>8.W.1.1 Students can compose narrative, descriptive, expository, and persuasive text of five paragraphs.</b>
<b>8.W.1.2 Students can revise writing for ideas and content.</b>
<b>8.W.1.3 Students can compose text using information from multiple sources to support a topic.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

<b>Standards</b>
<b>8.W.2.1 Students can edit text for run-on sentences and fragments.</b>
<b>8.W.2.1 Students can identify and incorporate adverbs in the writing process.</b>

**Eighth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<p><b>Eighth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• evaluate and compose narrative, descriptive, expository, and persuasive texts of five or more paragraphs;</li><li>• revise writing for ideas and content and sentence fluency;</li><li>• evaluate information from multiple sources to compose text;</li><li>• edit text for run-on sentences, fragments, and sentence fluency;</li><li>• identify and incorporate interjections, nouns, verbs, pronouns, adjectives, adverbs, and prepositions in the writing process.</li></ul>
<b>Proficient</b>	<p><b>Eighth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• compose narrative, descriptive, expository, and persuasive text of five paragraphs;</li><li>• revise writing for ideas and content;</li><li>• compose text using information from multiple sources to support a topic;</li><li>• edit text for run-on sentences and fragments;</li><li>• identify and incorporate adverbs in the writing process.</li></ul>
<b>Basic</b>	<p><b>Eighth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• compose narrative, descriptive, expository, and persuasive texts;</li><li>• use feedback to revise ideas and content in writing;</li><li>• compose text using information from a source;</li><li>• edit text for run-on sentences or fragments;</li><li>• identify adverbs in writing.</li></ul>

## Eighth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>8.LVS.1.1 Students can evaluate information in auditory and visual communication.</b>
<b>8.LVS.1.2 Students can analyze audio/visual aids in presentations.</b>
<b>8.LVS.1.3 Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose.</b>
<b>8.LVS.1.4 Students can deliver a persuasive presentation.</b>

### Eighth Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Eighth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate information in auditory and visual communication;</li> <li>• evaluate audio/visual aids to support presentations;</li> <li>• incorporate precise verbal and nonverbal techniques to deliver and clarify an oral presentation for a specific audience and purpose;</li> <li>• deliver and defend a persuasive presentation.</li> </ul>
<b>Proficient</b>	<p><b>Eighth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• evaluate information in auditory and visual communication;</li> <li>• analyze audio/visual aids in presentations;</li> <li>• integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose;</li> <li>• deliver a persuasive presentation.</li> </ul>
<b>Basic</b>	<p><b>Eighth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify information in auditory and visual communication;</li> <li>• identify audio or visual aids in presentations;</li> <li>• include verbal techniques in an oral presentation;</li> <li>• deliver a presentation.</li> </ul>

## Ninth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>9.R.1.1 Students can apply example clues to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>9.R.2.1 Students can evaluate text by applying comprehension strategies.</b>
<b>9.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>9.R.3.1 Students can analyze an author's use of literary elements in fiction.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Standards
<b>9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author's background.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>9.R.5.1 Students can evaluate primary and secondary sources for credibility.</b>
<b>9.R.5.2 Students can interpret procedural text to complete a multiple-step task.</b>

**Ninth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Ninth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• analyze example clues to extend vocabulary;</li> <li>• analyze text by incorporating comprehension strategies;</li> <li>• read fluently to comprehend above grade-level text;</li> <li>• evaluate an author’s use of literary elements in fiction and nonfiction;</li> <li>• analyze components of an author’s style in two or more genres;</li> <li>• evaluate primary and secondary sources and implement credible sources in text;</li> <li>• interpret procedural text to complete a multiple-step task and evaluate the process.</li> </ul>
<b>Proficient</b>	<p><b>Ninth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• apply example clues to extend vocabulary;</li> <li>• evaluate text by applying comprehension strategies;</li> <li>• read fluently to comprehend grade-level text;</li> <li>• analyze an author’s use of literary elements in fiction;</li> <li>• analyze text to determine the influence of time period, culture, geography and author’s background;</li> <li>• evaluate primary and secondary sources for credibility;</li> <li>• interpret procedural text to complete a multiple-step task.</li> </ul>
<b>Basic</b>	<p><b>Ninth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify example clues to extend vocabulary;</li> <li>• recognize comprehension strategies;</li> <li>• read fluently to comprehend below grade-level text;</li> <li>• list some components of an author’s style;</li> <li>• identify time period, culture, geography and author’s background found in text;</li> <li>• identify primary and secondary sources;</li> <li>• interpret procedural text to complete a simple task.</li> </ul>

## Ninth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>9.W.1.1 Students can write a thesis statement for an expository or persuasive document.</b>
<b>9.W.1.2 Students can revise a document for sentence fluency.</b>
<b>9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>9.W.2.1 Students can revise text for the correct use of phrases.</b>
<b>9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process.</b>

**Ninth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<b>Ninth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• write documents using explicit or implicit thesis statements;</li><li>• revise a document for sentence fluency using varied sentence patterns to create cadence, rhythm, and flow;</li><li>• write an informational document using primary and secondary sources that are cited in the text and listed on a reference page;</li><li>• use phrases effectively to enhance writing;</li><li>• identify prepositional phrases as adjective or adverb phrases.</li></ul>
<b>Proficient</b>	<b>Ninth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• write a thesis statement for an expository or persuasive document;</li><li>• revise a document for sentence fluency;</li><li>• write an informational document using primary and secondary sources that are listed on a reference page;</li><li>• revise text for the correct use of phrases;</li><li>• identify and incorporate prepositional phrases in the writing process.</li></ul>
<b>Basic</b>	<b>Ninth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• write a thesis statement for an expository essay;</li><li>• revise a document for sentence fluency using similar sentence patterns;</li><li>• write an informational document citing sources;</li><li>• identify the phrases in text;</li><li>• identify prepositions.</li></ul>

## Ninth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.</b>
<b>9.LVS.1.2 Students can implement organizational methods for informative presentations.</b>
<b>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.</b>
<b>9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.</b>

**Ninth Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>Ninth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• synthesize the use of images, text, and sound in media;</li><li>• critique organizational methods for informative presentations;</li><li>• clarify and defend positions with precise and relevant evidence within a formal setting;</li><li>• implement audio/visual aids and technology based on diverse audiences and purposes to support a presentation.</li></ul>
<b>Proficient</b>	<p><b>Ninth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• analyze the use of images, text, and sound in media for accuracy, validity, and influence;</li><li>• implement organizational methods for informative presentations;</li><li>• clarify and defend positions with precise and relevant evidence within an informal setting;</li><li>• support a presentation with audio/visual aids and technology considering audience and purpose.</li></ul>
<b>Basic</b>	<p><b>Ninth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• demonstrate the use of images, text, and sound in media;</li><li>• describe organizational methods for informative presentations;</li><li>• clarify positions with precise and relevant evidence within an informal setting;</li><li>• implement audio/visual aids and technology based on purpose to support a presentation.</li></ul>

## Tenth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>10.R.1.1 Students can apply contrast clues to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>10.R.2.1 Students can formulate associations between texts and experiences.</b>
<b>10.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>10.R.3.1 Students can analyze an author's style.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Standards
<b>10.R.4.1 Students can determine the author's purpose in multicultural, geographical, and historical texts.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Standards
<b>10.R.5.1 Students can recognize logical fallacies in sources.</b>

**Tenth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<p><b>Tenth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• analyze contrast clues to extend vocabulary;</li><li>• formulate associations between varied texts and varied experiences;</li><li>• read fluently to comprehend above grade-level text;</li><li>• analyze and evaluate text to determine the influence of time period, culture, geography and author’s background;</li><li>• determine and explain the author’s purpose in multicultural, geographical, and historical texts;</li><li>• analyze logical fallacies.</li></ul>
<b>Proficient</b>	<p><b>Tenth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• apply contrast clues to extend vocabulary;</li><li>• formulate associations between texts and experiences;</li><li>• read fluently to comprehend grade-level text;</li><li>• analyze an author’s style;</li><li>• determine the author’s purpose in multicultural, geographical, and historical texts;</li><li>• recognize logical fallacies in sources.</li></ul>
<b>Basic</b>	<p><b>Tenth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify contrast clues to extend vocabulary;</li><li>• identify associations between text and experiences;</li><li>• read fluently to comprehend below grade-level text;</li><li>• identify an author’s use of literary elements in fiction and nonfiction;</li><li>• examine the author’s purpose in multicultural, geographical, or historical texts;</li><li>• locate logical fallacies.</li></ul>

## Tenth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

<b>Standards</b>
<b>10.W.1.1 Students can write text using problem/solution and cause/effect organizational patterns.</b>
<b>10.W.1.2 Students can revise a document for voice.</b>
<b>10.W.1.3 Students can write a research document that cites sources to support a thesis.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

<b>Standards</b>
<b>10.W.2.1 Students can edit text for the correct use of active and passive voice.</b>
<b>10.W.2.2 Students can edit text for the correct use of pronouns and pronoun case.</b>
<b>10.W.2.3 Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.</b>
<b>10.W.2.4 Students can identify and incorporate conjunctions in the writing process.</b>

**Tenth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<b>Tenth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• select the most effective organizational pattern for a given writing task;</li><li>• revise a document for a sincere and original voice;</li><li>• weave sources into a thesis-supported commentary;</li><li>• creatively apply active and passive voice and justify choices;</li><li>• apply editing knowledge of pronouns in formal and informal writing;</li><li>• defend the use of quotation marks and italics;</li><li>• edit writing for the correct use of conjunctions in a variety of writings.</li></ul>
<b>Proficient</b>	<b>Tenth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• write text using problem/solution and cause/effect organizational patterns;</li><li>• revise a document for voice;</li><li>• write a research document that cites sources to support a thesis;</li><li>• edit text for the correct use of active and passive voice;</li><li>• edit text for the correct use of pronouns and pronoun cases;</li><li>• edit text for correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue;</li><li>• identify and incorporate conjunctions in the writing process.</li></ul>
<b>Basic</b>	<b>Tenth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify problem/solution and cause/effect organizational pattern;</li><li>• identify consistent voice;</li><li>• create a research document that partially supports a thesis;</li><li>• identify active and passive voice;</li><li>• recognize pronouns and pronoun cases;</li><li>• state the rules governing the use of quotation marks and italics;</li><li>• identify the use of conjunctions in text.</li></ul>

## Tenth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>10.LVS.1.1 Students can analyze visual and auditory impact on the credibility and reliability of the message.</b>
<b>10.LVS.1.2 Students can evaluate the effectiveness of arguments used by speakers.</b>
<b>10.LVS.1.3 Students can analyze how verbal and nonverbal communication can influence the interpretation of the message.</b>
<b>10.LVS.1.4 Students can clarify and defend positions with precise and relevant evidence in a formal presentation or speech.</b>
<b>10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech.</b>
<b>10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations.</b>
<b>10.LVS.1.7 Students can incorporate verbal techniques in formal speeches or presentations.</b>
<b>10.LVS.1.8 Students can construct and deliver a variety of formal speeches or presentations.</b>

**Tenth Grade Listening, Viewing, and Speaking  
Performance Descriptors**

<b>Advanced</b>	<p><b>Tenth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate visual and auditory impact on the credibility and reliability of the message;</li> <li>• evaluate the effectiveness of arguments used by speakers and make suggestions for improvement;</li> <li>• analyze and demonstrate how verbal and nonverbal communication can influence the interpretation of the message;</li> <li>• clarify, defend, and debate positions with precise and relevant evidence in a formal presentation or speech;</li> <li>• monitor audience for nonverbal feedback and demonstrate strategies to adjust delivery in a formal presentation or speech;</li> <li>• evaluate and apply the relationships among purpose, audience, and content in speeches or presentations;</li> <li>• incorporate diverse verbal techniques to enhance formal speeches or presentations;</li> <li>• construct and deliver and self-assess a variety of formal speeches or presentations.</li> </ul>
<b>Proficient</b>	<p><b>Tenth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• analyze visual and auditory impact on the credibility and reliability of the message;</li> <li>• evaluate the effectiveness of arguments used by speakers;</li> <li>• analyze how verbal and nonverbal communication can influence the interpretation of the message;</li> <li>• clarify and defend positions with precise and relevant evidence in a formal presentation or speech;</li> <li>• monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech;</li> <li>• evaluate the relationship among purpose, audience, and content of speeches or presentations;</li> <li>• incorporate verbal techniques in formal speeches or presentations;</li> <li>• construct and deliver a variety of formal speeches or presentations.</li> </ul>
<b>Basic</b>	<p><b>Tenth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• describe visual and auditory impact on the credibility of the message;</li> <li>• identify the arguments used by speakers;</li> <li>• recognize how verbal or nonverbal communication can influence the interpretation of the message;</li> <li>• defend a position with minimal evidence in a formal presentation or speech;</li> <li>• monitor audience for nonverbal feedback in a formal presentation or speech;</li> <li>• identify purpose, audience, and content of speeches or presentations;</li> <li>• incorporate basic verbal techniques in formal speeches or presentations;</li> <li>• construct and deliver speeches or presentations.</li> </ul>

## Eleventh Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>11.R.1.1 Students can apply cause and effect clues to extend vocabulary.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>11.R.2.1 Students can analyze how diction affects the interpretation of text.</b>
<b>11.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>11.R.3.1 Students can analyze and explain literary devices within text.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Standards
<b>11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>11.R.5.1 Students can analyze factors that influence the credibility of informational sources.</b>

**Eleventh Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<b>Eleventh grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• analyze cause and effect clues to extend vocabulary;</li><li>• modify diction to change the interpretation of the text;</li><li>• read fluently to comprehend above grade-level text;</li><li>• compare literary devices in two or more texts;</li><li>• critique a text within its cultural, geographical, and historical context;</li><li>• evaluate factors that influence the credibility of informational sources.</li></ul>
<b>Proficient</b>	<b>Eleventh grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• apply cause and effect clues to extend vocabulary;</li><li>• analyze how diction affects the interpretation of the text;</li><li>• read fluently to comprehend grade-level text;</li><li>• analyze and explain literary devices within text;</li><li>• analyze a text within cultural, geographical, and historical context;</li><li>• analyze factors that influence the credibility of informational sources.</li></ul>
<b>Basic</b>	<b>Eleventh grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify cause and effect clues to extend vocabulary;</li><li>• examine differences in diction;</li><li>• read fluently to comprehend below grade-level text;</li><li>• identify literary devices within text;</li><li>• match a text to its cultural, geographical, or historical context;</li><li>• identify factors that influence the credibility of informational sources.</li></ul>

## Eleventh Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

<b>Standards</b>
<b>11.W.1.1 Students can write text using comparison/contrast organizational patterns.</b>
<b>11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

<b>Standards</b>
<b>11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.</b>
<b>11.W.2.2 Students can edit for correct use of verbals and verbal phrases.</b>
<b>11.W.2.3 Students can edit for correct use of semicolons and colons.</b>
<b>11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.</b>

**Eleventh Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<p><b>Eleventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"><li>• critique the comparison/contrast pattern for its effectiveness;</li><li>• create an original work that mirrors the same theme as the analyzed work of literature;</li><li>• defend the use of independent and subordinate clauses;</li><li>• defend the use of verbals and verbal phrases;</li><li>• defend the use of semicolons and colons in a document;</li><li>• defend the use of parentheses, dashes, hyphens, and ellipses in a document.</li></ul>
<b>Proficient</b>	<p><b>Eleventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"><li>• write text using comparison/ contrast organizational patterns;</li><li>• write a document analyzing how a work of literature mirrors the themes and issues of its historical period;</li><li>• edit text for the correct use of independent and subordinate clauses;</li><li>• edit for correct use of verbals and verbal phrases;</li><li>• edit for correct use of semicolons and colons;</li><li>• edit for correct use of parentheses, dashes, hyphens, and ellipses.</li></ul>
<b>Basic</b>	<p><b>Eleventh grade students performing at the basic level:</b></p> <ul style="list-style-type: none"><li>• identify comparison/contrast organizational patterns;</li><li>• identify how a work of literature mirrors the themes and issues of its historical period;</li><li>• identify independent and subordinate clauses;</li><li>• identify verbals and verbal phrases;</li><li>• state the rule for the use of semicolons and colons;</li><li>• state the rule for the use of parentheses, dashes, hyphens, and ellipses.</li></ul>

## Eleventh Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</b>
<b>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</b>
<b>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</b>

### Eleventh Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Eleventh grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate and implement strategies used in auditory and visual communications to inform, to persuade, and to entertain;</li> <li>• evaluate and implement logical and critical thinking used in communication;</li> <li>• evaluate and implement rhetorical devices in oral presentations.</li> </ul>
<b>Proficient</b>	<p><b>Eleventh grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain;</li> <li>• evaluate logical and critical thinking used in communication;</li> <li>• implement rhetorical devices in oral presentations.</li> </ul>
<b>Basic</b>	<p><b>Eleventh grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify strategies used in auditory and visual communications to inform, to persuade, and to entertain;</li> <li>• identify logical and critical thinking used in communication;</li> <li>• identify rhetorical devices in oral presentations.</li> </ul>

## Twelfth Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Standards
<b>12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.</b>

Indicator 2: Students can comprehend and fluently read text.

Standards
<b>12.R.2.1 Students can evaluate how style affects the meaning of text.</b>
<b>12.R.2.2 Students can read fluently to comprehend grade-level text.</b>

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Standards
<b>12.R.3.1 Students can evaluate text for the author's style.</b>

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Standards
<b>12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.</b>

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

<b>Standards</b>
<b>12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research.</b>

**Twelfth Grade Reading  
Performance Descriptors**

<b>Advanced</b>	<b>Twelfth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• analyze context clues to extend vocabulary;</li><li>• alter the author’s style to demonstrate its effect on the text;</li><li>• read fluently to comprehend above grade-level text;</li><li>• analyze author’s style in different genres;</li><li>• relate human experience depicted in literary works to current cultural contexts;</li><li>• evaluate information from multiple sources to analyze issues to make decisions for research.</li></ul>
<b>Proficient</b>	<b>Twelfth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• interpret the meaning of unfamiliar words by selecting context clues;</li><li>• evaluate how style affects the meaning of text;</li><li>• read fluently to comprehend grade-level text;</li><li>• evaluate text for author’s style;</li><li>• evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods;</li><li>• synthesize information from multiple sources to analyze issues and to make decisions for research.</li></ul>
<b>Basic</b>	<b>Twelfth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• identify context clues to extend vocabulary;</li><li>• explain how style affects the meaning of text;</li><li>• read fluently to comprehend below grade-level text;</li><li>• describe an author’s style;</li><li>• list human experience depicted in literary works from diverse cultures or locations or time periods;</li><li>• organize information from multiple sources.</li></ul>

## Twelfth Grade Writing Standards

Indicator 1: Students can apply the writing process to compose text.

Standards
<b>12.W.1.1 Students can generate correspondence for workplace or academic settings.</b>
<b>12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action.</b>
<b>12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.</b>

Indicator 2: Students can apply Standard English conventions in their writing.

Standards
<b>12.W.2.1 Students can edit a document for all conventions.</b>

**Twelfth Grade Writing  
Performance Descriptors**

<b>Advanced</b>	<b>Twelfth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• generate and appraise correspondence for workplace or academic settings;</li><li>• write a research document that uses the defense of a position to organize a plan of action;</li><li>• revise and edit a document to meet publication criteria.</li></ul>
<b>Proficient</b>	<b>Twelfth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• generate correspondence for workplace or academic settings;</li><li>• write a research document which will defend a position or recommend a plan of action;</li><li>• revise documents for ideas, organization, diction, fluency, voice, and presentation;</li><li>• edit a document for all conventions.</li></ul>
<b>Basic</b>	<b>Twelfth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• generate a business letter;</li><li>• write a research document;</li><li>• edit a document.</li></ul>

## Twelfth Grade Listening, Viewing, and Speaking Standards

Indicator 1: Students can listen, view, and speak to communicate, retrieve, interpret, and evaluate information.

<b>Standards</b>
<b>12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication.</b>
<b>12.LVS.1.2 Students can evaluate the interactions between society and media.</b>
<b>12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.</b>

### Twelfth Grade Listening, Viewing, and Speaking Performance Descriptors

<b>Advanced</b>	<p><b>Twelfth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• evaluate the relationships of diction, tone, and syntax to purpose and context;</li> <li>• evaluate the interactions between diverse societies and media;</li> <li>• create and narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, or to persuade.</li> </ul>
<b>Proficient</b>	<p><b>Twelfth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• evaluate diction, tone, and syntax used in communication;</li> <li>• evaluate the interactions between society and media;</li> <li>• narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain.</li> </ul>
<b>Basic</b>	<p><b>Twelfth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify diction, tone, and syntax used in communication;</li> <li>• describe the interactions between society and media;</li> <li>• narrate a multimedia presentation that combines text, images, and sounds to inform.</li> </ul>