

# Reading/Language Arts Standards

## GRADE: K

### Strand: READING PROCESS

#### Standard 1: Concepts of Print

The student demonstrates knowledge of the concept of print and how it is organized and read.

BENCHMARK CODE	BENCHMARK
LA.K.1.1.1	The student will locate a printed word on a page;
LA.K.1.1.2	The student will distinguish letters from words;
LA.K.1.1.3	The student will identify the separate sounds in a spoken sentence;
LA.K.1.1.4	The student will match print to speech;
LA.K.1.1.5	The student will identify parts of a book (e.g., front cover, back cover, title page);
LA.K.1.1.6	The student will move top to bottom and left to right on the printed page; and
LA.K.1.1.7	The student will name all upper and lower case letters of the alphabet.

#### Standard 2: Phonological Awareness

The student demonstrates phonological awareness.

BENCHMARK CODE	BENCHMARK
LA.K.1.2.1	The student will auditory segment sentences into the correct number of words;
LA.K.1.2.2	The student will identify, blend, and segment syllables in words;
LA.K.1.2.3	The student will recognize and produce words that rhyme; and
LA.K.1.2.4	The student will identify, blend, and segment onset and rime.

#### Standard 3: Phonemic Awareness

The student demonstrates phonemic awareness.

BENCHMARK CODE	BENCHMARK
LA.K.1.3.1	The student will identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., sat);
LA.K.1.3.2	The student will blend and segment individual phonemes in simple, one-syllable words; and
LA.K.1.3.3	The student will manipulate individual phonemes in CVC words through addition, deletion, and substitution.

#### Standard 4: Phonics/Word Analysis

The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

BENCHMARK CODE	BENCHMARK
LA.K.1.4.1	The student will recognize and recall the one to one correspondence between most letters and sounds; and
LA.K.1.4.2	The student will decode simple words in isolation and in context.

#### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.K.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.K.1.6.2	The student will listen to and discuss both familiar and conceptually challenging text;
LA.K.1.6.3	The student will describe common objects and events in both general and specific language;
LA.K.1.6.4	The student will identify and sort common words into basic categories (e.g., colors, shapes, food);
LA.K.1.6.5	The student will use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and
LA.K.1.6.6	The student will relate new vocabulary to prior knowledge.

## Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.K.1.7.1	The student will make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);
LA.K.1.7.2	The student will use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;
LA.K.1.7.3	The student will retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and
LA.K.1.7.4	The student will identify the authors purpose as stated in the text.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.K.2.1.1	The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);
LA.K.2.1.2	The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;
LA.K.2.1.3	The student will identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;
LA.K.2.1.4	The student will select materials to read for pleasure; and
LA.K.2.1.5	The student will participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection).

### Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.K.2.2.1	The student will identify the purpose of nonfictional text;
LA.K.2.2.2	The student will retell important facts from a text heard or read; and
LA.K.2.2.3	The student will select nonfiction material to read for pleasure.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.K.3.1.1	The student will prewrite by connecting thoughts and oral language to generate ideas; and
LA.K.3.1.2	The student will prewrite by drawing a picture about ideas from stories read aloud or generated through class discussion.

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.K.3.2.1	The student will draft writing by drawing, telling, or writing about a familiar experience, topic or text; and
LA.K.3.2.2	The student will draft writing by creating a group draft, scripted by the teacher.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.K.3.3.1	The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting.

#### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.K.3.4.1	The student will edit for correct use of knowledge of letter/sound relationships to spell simple words.
LA.K.3.4.2	The student will edit for correct use of capital letters to begin important words; and
LA.K.3.4.3	The student will edit for correct use of end punctuation, including periods, question marks, and exclamation points.

#### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.K.3.5.1	The student will produce, illustrate and share a finished piece of writing.

### Strand: WRITING APPLICATIONS

#### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.K.4.1.1	The student will create narratives by drawing, dictating, and/or using emergent writing; and
LA.K.4.1.2	The student will participate in writing simple stories, poems, rhymes, or song lyrics.

#### Standard 2: Informative

The student develops and demonstrates informative writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.K.4.2.1	The student will participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing;
LA.K.4.2.2	The student will participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);
LA.K.4.2.3	The student will participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;
LA.K.4.2.4	The student will communications with teacher as scribe, including friendly letters and thank-you notes; and
LA.K.4.2.5	The student will draw a simple map of the classroom.

#### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.K.4.3.1	The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.

### Strand: COMMUNICATION

#### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
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LA.K.5.1.1	The student will print many uppercase and lowercase letters of the alphabet and recognize the difference between the two;
LA.K.5.1.2	The student will write from left to right and top to bottom of page;
LA.K.5.1.3	The student will recognize spacing between letters and words;
LA.K.5.1.4	The student will print own first and last name; and
LA.K.5.1.5	The student will understand the concept of writing and identifying numerals.

## Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.K.5.2.1	The student will listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions);
LA.K.5.2.2	The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
LA.K.5.2.3	The student will repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);
LA.K.5.2.4	The student will recite short poems, rhymes, songs, and stories with repeated patterns;
LA.K.5.2.5	The student will communicate effectively when relating experiences and retelling stories heard; and
LA.K.5.2.6	The student will use complete sentences when speaking.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.K.6.1.1	The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).

### Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.K.6.2.1	The student will ask questions and recognize the library media specialist or teacher as an information source;
LA.K.6.2.2	The student will use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards);
LA.K.6.2.3	The student will participate in creating a simple class report where the teacher is the scribe; and
LA.K.6.2.4	The student will recognize that authors, illustrators, and composers create informational sources.

### Standard 3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

BENCHMARK CODE	BENCHMARK
LA.K.6.3.1	The student will recognize print and nonprint media; and
LA.K.6.3.2	The student will state the main idea after viewing print media.

### Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

BENCHMARK CODE	BENCHMARK
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.

GRADE: 1

## Strand: READING PROCESS

### Standard 1: Concepts of Print

The student demonstrates knowledge of the concept of print and how it is organized and read.

BENCHMARK CODE	BENCHMARK
LA.1.1.1.1	The student will locate the title, table of contents, names of author and illustrator, glossary, and index; and
LA.1.1.1.2	The student will distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).

### Standard 3: Phonemic Awareness

The student demonstrates phonemic awareness.

BENCHMARK CODE	BENCHMARK
LA.1.1.3.1	The student will identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);
LA.1.1.3.2	The student will blend three to five phonemes to form words;
LA.1.1.3.3	The student will segment single syllable words into individual phonemes; and
LA.1.1.3.4	The student will manipulate individual phonemes to create new words through addition, deletion, and substitution.

### Standard 4: Phonics/Word Analysis

The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

BENCHMARK CODE	BENCHMARK
LA.1.1.4.1	The student will generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;
LA.1.1.4.2	The student will identify the sounds of vowels and consonant digraphs in printed words;
LA.1.1.4.3	The student will decode words with r-controlled letter-sound associations;
LA.1.1.4.4	The student will decode words from common word families;
LA.1.1.4.5	The student will recognize high frequency words;
LA.1.1.4.6	The student will identify common, irregular words, compound words, and contractions;
LA.1.1.4.7	The student will decode base words and inflectional endings; and
LA.1.1.4.8	The student will use self-correction when subsequent reading indicates an earlier misreading.

### Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.1.1.5.1	The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.1.1.5.2	The student will recognize high frequency and familiar words in isolation and in context; and
LA.1.1.5.3	The student will adjust reading rate based on purpose, text difficulty, form, and style.

### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.1.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.1.1.6.2	The student will listen to, read, and discuss both familiar and conceptually challenging text;
LA.1.1.6.3	The student will use context clues;
LA.1.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.1.1.6.5	The student will relate new vocabulary to prior knowledge;
LA.1.1.6.6	The student will identify and sort common words into conceptual categories;
LA.1.1.6.7	The student will identify common antonyms and synonyms;
LA.1.1.6.8	The student will use meaning of individual words to predict meaning of unknown compound words;
LA.1.1.6.9	The student will determine the correct meaning of words with multiple meanings (e.g., mine) in

	context; and
LA.1.1.6.10	The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.

## Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.1.1.7.1	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;
LA.1.1.7.2	The student will use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;
LA.1.1.7.3	The student will retell the main idea or essential message;
LA.1.1.7.4	The student will identify supporting details;
LA.1.1.7.5	The student will distinguish fact from fiction and cause from effect;
LA.1.1.7.6	The student will arrange events in sequence;
LA.1.1.7.7	The student will identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);
LA.1.1.7.8	The student will identify the authors purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and
LA.1.1.7.9	The student will self monitor comprehension and reread when necessary.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.1.2.1.1	The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);
LA.1.2.1.2	The student will retell the main events (e.g., beginning, middle, end) in a story;
LA.1.2.1.3	The student will identify the characters and settings in a story;
LA.1.2.1.4	The student will identify rhyme, rhythm, alliteration, and patterned structures in poems for children;
LA.1.2.1.5	The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.1.2.1.6	The student will select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.

### Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.1.2.2.1	The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;
LA.1.2.2.2	The student will select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and
LA.1.2.2.3	The student will organize information found in nonfiction text through charting, listing, mapping, or summarizing.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.1.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);
LA.1.3.1.2	The student will prewrite by discussing the purpose for a writing piece; and

LA.1.3.1.3	The student will prewrite by organizing ideas using simple webs, maps, or lists.
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### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.1.3.2.1	The student will draft writing by maintaining focus on a single idea using supporting details; and
LA.1.3.2.2	The student will draft writing by organizing details into a logical sequence that has a beginning, middle, and end.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.1.3.3.1	The student will revise by evaluating the draft for logical thinking and marking out repetitive text; and
LA.1.3.3.2	The student will revise by creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.

### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.1.3.4.1	The student will edit for correct use of common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words;
LA.1.3.4.2	The student will edit for correct use of capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;
LA.1.3.4.3	The student will edit for correct use of commas in dates, items in a series;
LA.1.3.4.4	The student will edit for correct use of singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/mine, his/her, hers);
LA.1.3.4.5	The student will edit for correct use of subject and verb agreement in simple sentences; and
LA.1.3.4.6	The student will edit for correct use of end punctuation for sentences, including periods, question marks, and exclamation points.

### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.1.3.5.1	The student will produce, illustrate, and share a variety of compositions.

## Strand: WRITING APPLICATIONS

### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.1.4.1.1	The student will write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and
LA.1.4.1.2	The student will participate in writing simple stories, poems, rhymes, or song lyrics.

### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.1.4.2.1	The student will write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);
LA.1.4.2.2	The student will participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);
LA.1.4.2.3	The student will write an informational/expository paragraph that contains a topic sentence and at least three details;

LA.1.4.2.4	The student will write basic communications, including friendly letters and thank-you notes; and
LA.1.4.2.5	The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.1.5.1.1	The student will write numbers and uppercase and lowercase letters using left to right sequencing; and
LA.1.5.1.2	The student will use appropriate spacing between letters, words, and sentences.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.1.5.2.1	The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;
LA.1.5.2.2	The student will retell specific details of information heard;
LA.1.5.2.3	The student will listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;
LA.1.5.2.4	The student will use formal and informal language appropriately;
LA.1.5.2.5	The student will communicate effectively when relating experiences and retelling stories read and heard; and
LA.1.5.2.6	The student will participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.1.6.1.1	The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.

### Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.1.6.2.1	The student will formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);
LA.1.6.2.2	The student will use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;
LA.1.6.2.3	The student will write a simple report with a title and three facts, using informational sources; and
LA.1.6.2.4	The student will identify authors, illustrators, or composers with their works.

### Standard 3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

BENCHMARK CODE	BENCHMARK
LA.1.6.3.1	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
LA.1.6.3.2	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).

#### Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

BENCHMARK CODE	BENCHMARK
LA.1.6.4.1	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.

## GRADE: 2

### Strand: READING PROCESS

#### Standard 4: Phonics/Word Analysis

The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

BENCHMARK CODE	BENCHMARK
LA.2.1.4.1	The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);
LA.2.1.4.2	The student will apply knowledge of spelling patterns to identify syllables;
LA.2.1.4.3	The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;
LA.2.1.4.4	The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);
LA.2.1.4.5	The student will recognize high frequency words;
LA.2.1.4.6	The student will recognize common abbreviations;
LA.2.1.4.7	The student will recognize and correctly use regular and irregular plurals; and
LA.2.1.4.8	The student will use self-correction when subsequent reading indicates an earlier misreading.

#### Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.2.1.5.1	The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.2.1.5.2	The student will identify high frequency phonetically irregular words in context; and
LA.2.1.5.3	The student will adjust reading rate based on purpose, text difficulty, form, and style.

#### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.2.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.2.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.2.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.2.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.2.1.6.5	The student will relate new vocabulary to familiar words;
LA.2.1.6.6	The student will identify base (root) words and common prefixes to determine the meanings of prefixed words;
LA.2.1.6.7	The student will identify antonyms, synonyms, and homophones;

LA.2.1.6.8	The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and
LA.2.1.6.9	The student will determine meanings of unfamiliar words by using a dictionary and digital tools.

## Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.2.1.7.1	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
LA.2.1.7.2	The student will determines the authors purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;
LA.2.1.7.3	The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts;
LA.2.1.7.4	The student will identify cause-and-effect relationships in text;
LA.2.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
LA.2.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections;
LA.2.1.7.7	The student will compare and contrast characters and settings in one text; and
LA.2.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.2.2.1.1	The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;
LA.2.2.1.2	The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
LA.2.2.1.3	The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
LA.2.2.1.4	The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5	The student will respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.2.2.1.6	The student will write a book report identifying character(s), setting, and sequence of events;
LA.2.2.1.7	The student will identify and explain an authors use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
LA.2.2.1.8	The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

### Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.2.2.2.1	The student will recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);
LA.2.2.2.2	The student will use explicitly stated information to answer a question;
LA.2.2.2.3	The student will distinguish among a variety of text (e.g., reference, practical/functional); and
LA.2.2.2.4	The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.2.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writers notebook, group discussion, other activities);
LA.2.3.1.2	The student will prewrite by determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and
LA.2.3.1.3	The student will prewrite by making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.2.3.2.1	The student will draft writing by maintaining focus on a single idea and developing supporting details; and
LA.2.3.2.2	The student will draft writing by organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.2.3.3.1	The student will revise by evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;
LA.2.3.3.2	The student will revise by creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;
LA.2.3.3.3	The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language; and
LA.2.3.3.4	The student will revise by evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.

### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.2.3.4.1	The student will edit for correct use of conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;
LA.2.3.4.2	The student will edit for correct use of capitalization, including initial word in a sentence, the pronoun I, and proper names;
LA.2.3.4.3	The student will edit for correct use of commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;
LA.2.3.4.4	The student will edit for correct use of nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/her, hers);
LA.2.3.4.5	The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences;
LA.2.3.4.6	The student will edit for the correct use of end punctuation for compound sentences, statements, questions, and exclamations.

### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.

## Strand: WRITING APPLICATIONS

### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.2.4.1.1	The student will write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and
LA.2.4.1.2	The student will compose simple stories, poems, riddles, rhymes, or song lyrics.

### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.2.4.2.1	The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);
LA.2.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;
LA.2.4.2.3	The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;
LA.2.4.2.4	The student will write communications, including friendly letters and thank-you notes; and
LA.2.4.2.5	The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.2.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.2.5.1.1	The student will demonstrate legible printing skills.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.2.5.2.1	The student will interpret information presented and seek clarification when needed;
LA.2.5.2.2	The student will begin to use language appropriate for different occasions, audiences, and topics;
LA.2.5.2.3	The student will use increasingly complex language patterns and sentence structure when communicating; and
LA.2.5.2.4	The student will listen politely to oral presentations by classmates.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out

	the steps of a procedure.
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### Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.2.6.2.1	The student will generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);
LA.2.6.2.2	The student will select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;
LA.2.6.2.3	The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and
LA.2.6.2.4	The student will record the authors and titles of works.

### Standard 3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

BENCHMARK CODE	BENCHMARK
LA.2.6.3.1	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
LA.2.6.3.2	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).

### Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

BENCHMARK CODE	BENCHMARK
LA.2.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.2.6.4.2	The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.

## GRADE: 3

### Strand: READING PROCESS

#### Standard 4: Phonics/Word Analysis

The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

BENCHMARK CODE	BENCHMARK
LA.3.1.4.1	The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;
LA.3.1.4.2	The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;
LA.3.1.4.3	The student will decode multi-syllabic words in isolation and in context; and
LA.3.1.4.4	The student will use self-correction when subsequent reading indicates an earlier misreading.

#### Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.3.1.5.1	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and

LA.3.1.5.2	The student will adjust reading rate based on purpose, text difficulty, form, and style.
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## Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.3.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.3.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.3.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.3.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.3.1.6.5	The student will relate new vocabulary to familiar words;
LA.3.1.6.6	The student will identify shades of meaning in related words (e.g., blaring, loud);
LA.3.1.6.7	The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;
LA.3.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.3.1.6.9	The student will determine the correct meaning of words with multiple meanings in context; and
LA.3.1.6.10	The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.

## Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.3.1.7.1	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
LA.3.1.7.2	The student will identify the authors purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;
LA.3.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;
LA.3.1.7.4	The student will identify cause-and-effect relationships in text;
LA.3.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
LA.3.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections;
LA.3.1.7.7	The student will compare and contrast elements, settings, characters, and problems in two texts; and
LA.3.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.3.2.1.1	The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.3.2.1.3	The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.3.2.1.4	The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.3.2.1.5	The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.3.2.1.6	The student will write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;
LA.3.2.1.7	The student will identify and explain an authors use of descriptive, idiomatic, and figurative language

	(e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
LA.3.2.1.8	The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

## Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.3.2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
LA.3.2.2.2	The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;
LA.3.2.2.3	The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
LA.3.2.2.4	The student will identify the characteristics of a variety of types of text (e.g., reference, childrens newspapers, practical/functional texts); and
LA.3.2.2.5	The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.3.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material);
LA.3.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and
LA.3.3.1.3	The student will prewrite by using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.3.3.2.1	The student will draft writing by using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and
LA.3.3.2.2	The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.3.3.3.1	The student will revise by evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;
LA.3.3.3.2	The student will revise by creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;
LA.3.3.3.3	The student will revise by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.3.3.3.4	The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).

### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.3.3.4.1	The student will edit for correct use of spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;
LA.3.3.4.2	The student will edit for correct use of capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations;
LA.3.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;
LA.3.3.4.4	The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;
LA.3.3.4.5	The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and
LA.3.3.4.6	The student will edit for correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences.

### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.3.3.5.1	The student will prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.3.3.5.2	The student will add graphics where appropriate; and
LA.3.3.5.3	The student will share the writing with the intended audience.

## Strand: WRITING APPLICATIONS

### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.3.4.1.1	The student will write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and
LA.3.4.1.2	The student will write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.

### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.3.4.2.1	The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);
LA.3.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
LA.3.4.2.3	The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;
LA.3.4.2.4	The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and
LA.3.4.2.5	The student will write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.3.4.3.1	The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.

**Strand: COMMUNICATION**

## Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.3.5.1.1	The student will demonstrate beginning cursive writing skills.

## Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.3.5.2.1	The student will recall, interpret, and summarize information presented orally; and
LA.3.5.2.2	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

**Strand: INFORMATION AND MEDIA LITERACY**

## Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

## Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.3.6.2.1	The student will determine information needed for a search by narrowing or broadening a topic, identify key words;
LA.3.6.2.2	The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information;
LA.3.6.2.3	The student will communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and
LA.3.6.2.4	The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).

## Standard 3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

BENCHMARK CODE	BENCHMARK
LA.3.6.3.1	The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and
LA.3.6.3.2	The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.

## Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

BENCHMARK CODE	BENCHMARK
LA.3.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and
LA.3.6.4.2	The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.

## GRADE: 4

### Strand: READING PROCESS

#### Standard 4: Phonics/Word Analysis

The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

BENCHMARK CODE	BENCHMARK
LA.4.1.4.1	The student will recognize knowledge of spelling patterns;
LA.4.1.4.2	The student will use structural analysis; and
LA.4.1.4.3	The student will use language structure to read multi-syllabic words in text.

#### Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.4.1.5.1	The student will demonstrate the ability to read grade level text; and
LA.4.1.5.2	The student will adjust reading rate based on purpose, text difficulty, form, and style.

#### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.4.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.4.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.4.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.4.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.4.1.6.5	The student will relate new vocabulary to familiar words;
LA.4.1.6.6	The student will identify shades of meaning in related words (e.g., blaring, loud);
LA.4.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
LA.4.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.4.1.6.9	The student will determine the correct meaning of words with multiple meanings in context; and
LA.4.1.6.10	The student will determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.

#### Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.4.1.7.1	The student will identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);
LA.4.1.7.2	The student will identify the authors purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;
LA.4.1.7.3	The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
LA.4.1.7.4	The student will identify cause-and-effect relationships in text;
LA.4.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.4.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections;
LA.4.1.7.7	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
LA.4.1.7.8	The student will use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues,

predicting, summarizing, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.4.2.1.1	The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;
LA.4.2.1.2	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
LA.4.2.1.3	The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.4.2.1.4	The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.4.2.1.5	The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.6	The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.4.2.1.7	The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.4.2.1.8	The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and
LA.4.2.1.9	The student will select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.

### Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
LA.4.2.2.2	The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;
LA.4.2.2.3	The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
LA.4.2.2.4	The student will identify and explain the functions and characteristics of a variety of types of text (e.g., reference, childrens newspapers, practical/functional texts); and
LA.4.2.2.5	The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.4.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion) based upon teacher-directed topics and personal interests;
LA.4.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and
LA.4.3.1.3	The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.

## Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.4.3.2.1	The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions;
LA.4.3.2.2	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.4.3.2.3	The student will draft writing by creating interesting leads through the use of quotations, questions, or descriptions.

## Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.4.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;
LA.4.3.3.2	The student will revise by creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);
LA.4.3.3.3	The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.4.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

## Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.4.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary;
LA.4.3.4.2	The student will edit for correct use of capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);
LA.4.3.4.3	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;
LA.4.3.4.4	The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;
LA.4.3.4.5	The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and
LA.4.3.4.6	The student will edit for correct use of end punctuation for declarative, interrogative, imperative, and exclamatory sentences.

## Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.4.3.5.1	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.4.3.5.2	The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and
LA.4.3.5.3	The student will share the writing with the intended audience.

## Strand: WRITING APPLICATIONS

### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.4.4.1.1	The student will write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and
LA.4.4.1.2	The student will write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.

### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.4.4.2.1	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);
LA.4.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
LA.4.4.2.3	the student will write informational/expository essays that contain introductory, body, and concluding paragraphs;
LA.4.4.2.4	The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.4.4.2.5	The student will write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.4.4.3.1	The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and
LA.4.4.3.2	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal).

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.4.5.1.1	The student will demonstrate legible cursive writing skills.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.4.5.2.1	The student will listen to information presented orally and show an understanding of key points;
LA.4.5.2.2	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;
LA.4.5.2.3	The student will listen attentively to speakers and takes notes as needed to ensure accuracy of information;
LA.4.5.2.4	The student will ask questions of speakers, using appropriate tone and eye contact; and
LA.4.5.2.5	The student will make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.	
BENCHMARK CODE	BENCHMARK
LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).

Standard 2: Research Process	
The student uses a systematic process for the collection, processing, and presentation of information.	
BENCHMARK CODE	BENCHMARK
LA.4.6.2.1	The student will select a topic for inquiry, refine a predetermined search plan;
LA.4.6.2.2	The student will apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact;
LA.4.6.2.3	The student will communicate information in a report that includes main idea(s) and relevant details, with visual supports; and
LA.4.6.2.4	The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

Standard 3: Media Literacy	
The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
BENCHMARK CODE	BENCHMARK
LA.4.6.3.1	The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and
LA.4.6.3.2	The student will recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.

Standard 4: Technology	
The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
BENCHMARK CODE	BENCHMARK
LA.4.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.4.6.4.2	The student will determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.

## GRADE: 5

<b>Strand: READING PROCESS</b>	
Standard 4: Phonics/Word Analysis	
The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
BENCHMARK CODE	BENCHMARK
LA.5.1.4.1	The student will understand spelling patterns;
LA.5.1.4.2	The student will recognize structural analysis; and
LA.5.1.4.3	The student will use language structure to read multi-syllabic words in text.

Standard 5: Fluency	
The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.	
BENCHMARK CODE	BENCHMARK

LA.5.1.5.1	The student will demonstrate the ability to read grade level text; and
LA.5.1.5.2	The student will adjust reading rate based on purpose, text difficulty, form, and style.

### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.5.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.5.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.5.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.5.1.6.4	the student will categorize key vocabulary and identify salient features;
LA.5.1.6.5	The student will relate new vocabulary to familiar words;
LA.5.1.6.6	The student will identify shades of meaning in related words (e.g., blaring, loud);
LA.5.1.6.7	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;
LA.5.1.6.8	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
LA.5.1.6.9	The student will determine the correct meaning of words with multiple meanings in context;
LA.5.1.6.10	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.5.1.6.11	The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.

### Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.5.1.7.1	The student will explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;
LA.5.1.7.2	The student will identify the authors purpose (e.g., to persuade, inform, entertain, explain) and how an authors perspective influences text;
LA.5.1.7.3	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.5.1.7.4	The student will identify cause-and-effect relationships in text;
LA.5.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.5.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections;
LA.5.1.7.7	The student will compare and contrast elements in multiple texts; and
LA.5.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.5.2.1.1	The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.3	The student will demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;
LA.5.2.1.4	The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5	The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;

LA.5.2.1.6	The student will write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.5.2.1.7	The student will identify and explain an authors use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8	The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods; and
LA.5.2.1.9	The student will use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

## Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.5.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);
LA.5.2.2.2	The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;
LA.5.2.2.3	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);
LA.5.2.2.4	The student will identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and
LA.5.2.2.5	The student will use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.5.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material) based upon teacher-directed topics and personal interests;
LA.5.3.1.2	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and
LA.5.3.1.3	The student will prewrite by organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.5.3.2.1	The student will draft writing by using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;
LA.5.3.2.2	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.5.3.2.3	The student will draft writing by creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.5.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.5.3.3.2	The student will revise by creating clarity and logic by deleting extraneous or repetitious information

	and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;
LA.5.3.3.3	The student will revise by creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.5.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

#### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.5.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
LA.5.3.4.2	The student will edit for correct use of capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;
LA.5.3.4.3	The student will edit for correct use of punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;
LA.5.3.4.4	The student will edit for correct use of the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and
LA.5.3.4.5	The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences.

#### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.5.3.5.1	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.5.3.5.2	The student will use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and
LA.5.3.5.3	The student will share the writing with the intended audience.

### Strand: WRITING APPLICATIONS

#### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.5.4.1.1	The student will write narratives that establish a situation and plot with rising action, conflict, and resolution; and
LA.5.4.1.2	The student will write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format.

#### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.5.4.2.1	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.5.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;
LA.5.4.2.3	The student will write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;
LA.5.4.2.4	The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and

LA.5.4.2.5	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.
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### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.5.4.3.1	The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
LA.5.4.3.2	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.5.5.1.1	The student will demonstrate fluent and legible cursive writing skills.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.5.5.2.1	The student will listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and
LA.5.5.2.2	The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

### Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.5.6.2.1	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;
LA.5.6.2.2	The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;
LA.5.6.2.3	The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and
LA.5.6.2.4	The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

### Standard 3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

BENCHMARK CODE	BENCHMARK
LA.5.6.3.1	The student will examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and
LA.5.6.3.2	The student will use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.

#### Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

BENCHMARK CODE	BENCHMARK
LA.5.6.4.1	The student will select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.5.6.4.2	The student will determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.

## GRADE: 6

### Strand: READING PROCESS

#### Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.

#### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.6.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.6.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.6.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.6.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.6.1.6.5	The student will relate new vocabulary to familiar words;
LA.6.1.6.6	The student will distinguish denotative and connotative meanings of words;
LA.6.1.6.7	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.6.1.6.8	The student will identify advanced word/phrase relationships and their meanings;
LA.6.1.6.9	The student will determine the correct meaning of words with multiple meanings in context;
LA.6.1.6.10	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.6.1.6.11	The student will identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

#### Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.6.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.6.1.7.2	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
LA.6.1.7.3	The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.6.1.7.4	The student will identify cause-and-effect relationships in text;

LA.6.1.7.5	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.6.1.7.6	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.6.1.7.7	The student will compare and contrast elements in multiple texts; and
LA.6.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.6.2.1.1	The student will identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.6.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
LA.6.2.1.3	The student will locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;
LA.6.2.1.4	The student will identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
LA.6.2.1.5	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.6.2.1.6	The student will write a book report, review, or critique that compares two or more works by the same author;
LA.6.2.1.7	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
LA.6.2.1.8	The student will compare language patterns and vocabulary of contemporary texts to those of historical texts;
LA.6.2.1.9	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
LA.6.2.1.10	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

### Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.6.2.2.1	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.6.2.2.2	The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
LA.6.2.2.3	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.6.2.2.4	The student will identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
LA.6.2.2.5	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.6.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
LA.6.3.1.2	The student will prewrite by making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
LA.6.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.6.3.2.1	The student will draft writing by developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
LA.6.3.2.2	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.6.3.2.3	The student will draft writing by analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.6.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.6.3.3.2	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
LA.6.3.3.3	The student will revise by creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.6.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.6.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
LA.6.3.4.2	The student will edit for correct use of capitalization, including major words in titles of books, plays, movies, and television programs;
LA.6.3.4.3	The student will edit for correct use of punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;
LA.6.3.4.4	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
LA.6.3.4.5	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.

### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
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LA.6.3.5.1	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.6.3.5.2	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
LA.6.3.5.3	The student will share the writing with the intended audience.

## Strand: WRITING APPLICATIONS

### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.6.4.1.1	The student will write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
LA.6.4.1.2	The student will write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.

### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks..

BENCHMARK CODE	BENCHMARK
LA.6.4.2.1	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.6.4.2.2	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
LA.6.4.2.3	The student will write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
LA.6.4.2.4	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.6.4.2.5	The student will write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.6.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;and
LA.6.4.3.2	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.6.5.1.1	The student will use fluent and legible handwriting skills.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
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LA.6.5.2.1	The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
LA.6.5.2.2	The student will deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.6.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
LA.6.6.1.2	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
LA.6.6.1.3	The student will create a technical manual or solve a problem.

### Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.6.6.2.1	The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
LA.6.6.2.2	The student will collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
LA.6.6.2.3	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
LA.6.6.2.4	The student will explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.

### Standard 3: Media Literacy

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

BENCHMARK CODE	BENCHMARK
LA.6.6.3.1	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
LA.6.6.3.2	The student will demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

### Standard 4: Technology

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

BENCHMARK CODE	BENCHMARK
LA.6.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
LA.6.6.4.2	The student will determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

## GRADE: 7

## Strand: READING PROCESS

### Standard 5: Fluency

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

BENCHMARK CODE	BENCHMARK
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.

### Standard 6: Vocabulary Development

The student uses multiple strategies to develop grade appropriate vocabulary.

BENCHMARK CODE	BENCHMARK
LA.7.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.7.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.7.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.7.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.7.1.6.5	The student will relate new vocabulary to familiar words;
LA.7.1.6.6	The student will distinguish denotative and connotative meanings of words;
LA.7.1.6.7	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.7.1.6.8	The student will identify advanced word/phrase relationships and their meanings;
LA.7.1.6.9	The student will determine the correct meaning of words with multiple meanings in context;
LA.7.1.6.10	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.7.1.6.11	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

### Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.7.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.7.1.7.2	The student will analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;
LA.7.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.7.1.7.4	The student will identify cause-and-effect relationships in text;
LA.7.1.7.5	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.7.1.7.6	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.7.1.7.7	The student will compare and contrast elements in multiple texts; and
LA.7.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.7.2.1.1	The student will identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.7.2.1.2	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.7.2.1.3	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
LA.7.2.1.4	The student will identify and analyze recurring themes across a variety of works (e.g., bravery,

	friendship, loyalty, good vs. evil);
LA.7.2.1.5	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.7.2.1.6	The student will compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);
LA.7.2.1.7	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support t
LA.7.2.1.8	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.7.2.1.9	The student will describe changes in the English language over time, and support these descriptions with examples from literary texts; and
LA.7.2.1.10	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

## Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.7.2.2.1	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.7.2.2.2	The student will use information from the text to state the main idea and/or provide relevant details;
LA.7.2.2.3	The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.7.2.2.4	The student will identify the characteristics of a variety of types of text and how they are alike and different(e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and
LA.7.2.2.5	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.7.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
LA.7.3.1.2	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and
LA.7.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.7.3.2.1	The student will draft writing by developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;
LA.7.3.2.2	The student will draft writing by organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
LA.7.3.2.3	The student will draft writing by analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.	
BENCHMARK CODE	BENCHMARK
LA.7.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.7.3.3.2	The student will revise by creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;
LA.7.3.3.3	The student will revise by creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.7.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

#### Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.7.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
LA.7.3.4.2	The student will edit for correct use of capitalization, including regional names (e.g., East Coast), historical events and documents;
LA.7.3.4.3	The student will edit for correct use of punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives;
LA.7.3.4.4	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
LA.7.3.4.5	The student will edit for correct use of consistency in verb tense in simple, compound, and complex sentences.

#### Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.7.3.5.1	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.7.3.5.2	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
LA.7.3.5.3	The student will share the writing with the intended audience.

### Strand: WRITING APPLICATIONS

#### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.7.4.1.1	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and
LA.7.4.1.2	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.

#### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
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LA.7.4.2.1	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.7.4.2.2	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
LA.7.4.2.3	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
LA.7.4.2.4	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.7.4.2.5	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.7.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and
LA.7.4.3.2	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.7.5.1.1	The student will use fluent and legible handwriting skills.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.7.5.2.1	The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
LA.7.5.2.2	The student will analyze persuasive techniques in both formal and informal speech; and
LA.7.5.2.3	The student will organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.7.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
LA.7.6.1.2	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
LA.7.6.1.3	The student will create a technical manual or solve a problem.

**Standard 2: Research Process**

The student uses a systematic process for the collection, processing, and presentation of information.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.7.6.2.1	The student will select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;
LA.7.6.2.2	The student will assess organize and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.7.6.2.3	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and
LA.7.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.

**Standard 3: Media Literacy**

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.7.6.3.1	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.7.6.3.2	The student will demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and
LA.7.6.3.3	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

**Standard 4: Technology**

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.7.6.4.1	The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and
LA.7.6.4.2	The student will evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.

**GRADE: 8****Strand: READING PROCESS****Standard 5: Fluency**

The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.

**Standard 6: Vocabulary Development**

The student uses multiple strategies to develop grade appropriate vocabulary.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.8.1.6.1	The student will use new vocabulary that is introduced and taught directly;
LA.8.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.8.1.6.3	The student will use context clues to determine meanings of unfamiliar words;
LA.8.1.6.4	The student will categorize key vocabulary and identify salient features;
LA.8.1.6.5	The student will relate new vocabulary to familiar words;
LA.8.1.6.6	The student will distinguish denotative and connotative meanings of words;

LA.8.1.6.7	The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
LA.8.1.6.8	The student will identify advanced word/phrase relationships and their meanings;
LA.8.1.6.9	The student will determine the correct meaning of words with multiple meanings in context;
LA.8.1.6.10	The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
LA.8.1.6.11	The student will identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.

## Standard 7: Reading Comprehension

The student uses a variety of strategies to comprehend grade level text.

BENCHMARK CODE	BENCHMARK
LA.8.1.7.1	The student will use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.8.1.7.2	The student will analyze the authors purpose and/or perspective in a variety of texts and understand how they affect meaning;
LA.8.1.7.3	The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
LA.8.1.7.4	The student will identify cause-and-effect relationships in text;
LA.8.1.7.5	The student will analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
LA.8.1.7.6	The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
LA.8.1.7.7	The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems); and
LA.8.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Strand: LITERARY ANALYSIS

### Standard 1: Fiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

BENCHMARK CODE	BENCHMARK
LA.8.2.1.1	The student will identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;
LA.8.2.1.2	The student will locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;
LA.8.2.1.3	The student will locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;
LA.8.2.1.4	The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
LA.8.2.1.5	The student will develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
LA.8.2.1.6	The student will compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;
LA.8.2.1.7	The student will locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;
LA.8.2.1.8	The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;
LA.8.2.1.9	The student will describe changes in the English language over time, and support these descriptions with examples of literary texts; and
LA.8.2.1.10	The student will use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

## Standard 2: Nonfiction

The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

BENCHMARK CODE	BENCHMARK
LA.8.2.2.1	The student will locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
LA.8.2.2.2	The student will synthesize and use information from the text to state the main idea or provide relevant details;
LA.8.2.2.3	The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
LA.8.2.2.4	The student will identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and
LA.8.2.2.5	The student will use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

## Strand: WRITING PROCESS

### Standard 1: Prewriting

The student will use prewriting strategies to generate ideas and formulate a plan.

BENCHMARK CODE	BENCHMARK
LA.8.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writers notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests;
LA.8.3.1.2	The student will prewrite by making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and
LA.8.3.1.3	The student will prewrite by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.

### Standard 2: Drafting

The student will write a draft appropriate to the topic, audience, and purpose.

BENCHMARK CODE	BENCHMARK
LA.8.3.2.1	The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;
LA.8.3.2.2	The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and
LA.8.3.2.3	The student will draft writing by analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression.

### Standard 3: Revising

The student will revise and refine the draft for clarity and effectiveness.

BENCHMARK CODE	BENCHMARK
LA.8.3.3.1	The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
LA.8.3.3.2	The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;
LA.8.3.3.3	The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
LA.8.3.3.4	The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

## Standard 4: Editing for Language Conventions

The student will edit and correct the draft for standard language conventions.

BENCHMARK CODE	BENCHMARK
LA.8.3.4.1	The student will edit for correct use of spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
LA.8.3.4.2	The student will edit for correct use of capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);
LA.8.3.4.3	The student will edit for correct use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;
LA.8.3.4.4	The student will edit for correct use of the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and
LA.8.3.4.5	The student will edit for correct use of subject/verb agreement, noun/pronoun agreement.

## Standard 5: Publishing

The student will write a final product for the intended audience.

BENCHMARK CODE	BENCHMARK
LA.8.3.5.1	The student will prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.8.3.5.2	The student will use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
LA.8.3.5.3	The student will share the writing with the intended audience.

## Strand: WRITING APPLICATIONS

### Standard 1: Creative

The student develops and demonstrates creative writing.

BENCHMARK CODE	BENCHMARK
LA.8.4.1.1	The student will write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and
LA.8.4.1.2	The student will write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.

### Standard 2: Informative

The student develops and demonstrates technical writing that provides information related to real-world tasks.

BENCHMARK CODE	BENCHMARK
LA.8.4.2.1	The student will write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
LA.8.4.2.2	The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;
LA.8.4.2.3	The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;
LA.8.4.2.4	The student will write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
LA.8.4.2.5	The student will write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.

### Standard 3: Persuasive

The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

BENCHMARK CODE	BENCHMARK
LA.8.4.3.1	The student will write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and
LA.8.4.3.2	The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).

## Strand: COMMUNICATION

### Standard 1: Penmanship

The student engages in the writing process and writes to communicate ideas and experiences.

BENCHMARK CODE	BENCHMARK
LA.8.5.1.1	The student will use fluent and legible handwriting skills.

### Standard 2: Listening and Speaking

The student effectively applies listening and speaking strategies.

BENCHMARK CODE	BENCHMARK
LA.8.5.2.1	The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;
LA.8.5.2.2	The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic;
LA.8.5.2.3	The student will select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);
LA.8.5.2.4	The student will research, organize, and effectively deliver speeches to entertain, inform, and persuade; and
LA.8.5.2.5	The student will demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.

## Strand: INFORMATION AND MEDIA LITERACY

### Standard 1: Informational Text

The student comprehends the wide array of informational text that is part of our day to day experiences.

BENCHMARK CODE	BENCHMARK
LA.8.6.1.1	The student will explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
LA.8.6.1.2	The student will use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
LA.8.6.1.3	The student will create a technical manual or solve a problem.

### Standard 2: Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

BENCHMARK CODE	BENCHMARK
LA.8.6.2.1	The student will select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources;
LA.8.6.2.2	The student will assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;
LA.8.6.2.3	The student will write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and

LA.8.6.2.4	The student will understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.
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**Standard 3: Media Literacy**

The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.8.6.3.1	The student will analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;
LA.8.6.3.2	The student will demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and
LA.8.6.3.3	The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media.

**Standard 4: Technology**

The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
LA.8.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and
LA.8.6.4.2	The student will evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.