

Standard	Benchmark	Knowledge Base Indicators
1--READING	The student reads and comprehends text across the curriculum.	
	1--Alphabetic Skills	The student uses skills in alphabetic to construct meaning from text.
	2--Fluency	The student reads fluently.
		1.2.1. Uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
		1.2.2. Reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
		1.2.3. Uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
		1.2.4. Uses a variety of word-recognition strategies to read fluently.
		1.2.5. Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.
	3--Vocabulary	The student expands vocabulary.
		1.3.1. Determines the meaning of words or phrases using context clues from sentences or paragraphs. ▲
		1.3.2. Locates and uses the references available in the classroom, school, and public libraries that are appropriate to the task.
		1.3.3. Determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes and suffixes to understand complex words, including words in science, mathematics, and social studies. ▲
		1.3.4. Identifies and determines the meaning of figurative language including similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification. ▲
		1.3.5. Distinguishes between connotative and denotative meanings.
	4--Comprehension	The student comprehends a variety of text (narrative, expository, technical, and persuasive.)
		1.4.1. Identifies characteristics of narrative, expository, technical, and persuasive texts.
		1.4.2. Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts. ▲
		1.4.3. Uses prior knowledge, content, text type and features to make, revise, and confirm predictions.
		1.4.4. Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during and after reading the text.
		1.4.5. Uses information from the text to make inferences and draw conclusions. ▲
		1.4.6. Analyzes how text structure helps support comprehension of text. ▲
		1.4.7. Compares and contrasts varying aspects in one or more appropriate-level texts. ▲
		1.4.8. Explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. ▲
		1.4.9. Uses paraphrasing and organizational skills to summarize information from appropriate-level narrative, expository, persuasive, and technical texts in logical order. ▲ ▲
		1.4.10. Identifies the topic, main ideas, supporting details, and themes in text across the content areas and from a variety of sources in appropriate-level texts. ▲
		1.4.11. Explains the relationship between elements of an author's use of literary devices in a text and his or her purpose for writing the text. ▲ ▲

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		1.4.12. Establishes purposes for both assigned and self-selected reading.
		1.4.13. Follows directions explained in technical text.
		1.4.14. Identifies the author's position in a persuasive text and describes techniques the author uses to support that position. ▲
		1.4.15. Distinguishes between fact and opinion, and recognizes propaganda, bias, and stereotypes in various types of appropriate-level texts.▲▲
2--LITERATURE	The student responds to a variety of text.	
	1--Literary Concepts	The student uses literary concepts to interpret and respond to text.
		2.1.1. Describes different aspects of characters and analyzes how major characters are developed and how they change over time.▲
		2.1.2. Identifies and describes the setting and analyzes connections between the setting and other story elements. ▲
		2.1.3. Identifies major or minor elements of the plot and explains how these elements relate to one another.▲
		2.1.4. Recognizes aspects of theme and recurring themes across works.
		2.1.5. Identifies literary devices. ▲▲
	2--Significance & Contributions	The student understands the significance of literature and its contributions to various cultures.
		2.2.1. Identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
		2.2.2. Compares and contrasts customs and ideas within literature representing a variety of cultures.
		2.2.3. Analyzes distinctive and shared characteristics of cultures through a variety of texts.
3--WRITING	The student writes effectively for a variety of audiences, purposes and contexts.	
	1--Writing as a Tool	The student uses writing as a tool for learning throughout the curriculum.
		3.1.1. Uses the writing process in various formats such as notes, outlines, lab reports, journal entries, research reports, speeches, business letters, poems, advertisements, procedures and steps to various projects in the content areas.
	2--Writing Process	The student uses a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.
		3.2.1. Generates and organizes the information about a selected topic.
		3.2.2. Writes a draft about the selected topic.
		3.2.3. Revises the draft to clarify and add ideas to reorganize and eliminate extraneous information to produce and improve product.
		3.2.4. Proofreads and edits for conventions and format.
		3.2.5. Publishes a legible final copy.
	3--Ideas	The student uses ideas that are well-developed, clear and interesting.
		3.3.1 Produces multi-paragraph compositions that develop one theme.

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		3.3.2. Understands and uses strategies for generating ideas, which may include brainstorming , listing, webbing, working in pairs or cooperative groups and gleaning information from print sources for generating ideas.
	4--Organization	The student uses organization that enhances the reader's understanding.
		3.4.1. Writes introductions that engage the reader.
		3.4.2. Writes a cohesive piece with an introduction appropriate to specific type of writing.
		3.4.3. Writes supporting details presented in a logical order.
		3.4.4. Uses transitions to allow ideas to flow smoothly within and between paragraphs.
		3.4.5. Writes conclusions that are appropriate for a specific type of writing.
	5--Voice	The student uses authentic and appropriate voice.
		3.5.1. Uses vocabulary and language forms to convey mood and personality.
		3.5.2. Conveys individual personality to the reader.
		3.5.3. Uses a voice appropriate for purpose and audience.
	6--Word Choice	The student uses effective word choice.
		3.6.1 Chooses words and phrases appropriate for specific purposes and various audiences.
		3.6.2. Chooses precise words such as specific nouns, powerful verbs, vivid adjectives and adverbs that create images in the reader's mind.
	7--Fluency	The student uses clear and fluent sentences.
		3.7.1. Varies sentence structure and length of sentences for more effective writing.
		3.7.2. Writes with a natural flow.
		3.7.3. Uses dialogue that is natural.
	8--Conventions	The student uses standard American English conventions.
		3.8.1. Uses complete sentences, including compound and complex .
		3.8.2. Uses appropriate paragraphing.
		3.8.3. Correctly uses a wide range of conventions, such as spelling, end marks, commas, quotation marks, semicolons, colons, subject and verb agreement, and noun-pronoun agreement.
		3.8.4. Writes so that only light editing is needed to polish the text for publication.
	9--Modes	The student uses a variety of modes of writing for different purposes and audiences.
		3.9.1. Writes descriptive pieces which may include writing about a time, place, occasion, and object.
		3.9.2. Writes narrative pieces.
		3.9.3. Writes expository pieces.
		3.9.4. Writes persuasive pieces.
		3.9.5. Writes technical pieces.
		3.9.6. Writes for the purpose of explaining.

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4--RESEARCH	The student applies reading and writing skills to demonstrate learning		
	1--Effective Practices	The student uses effective research practices.	
		4.1.1. Forms and revises questions for investigations, including questions arising from readings, assignments, and units of study in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis and evaluation levels of questioning.	
		4.1.2. Locates appropriate print and non-print information using text and technical resources, including databases.	
		4.1.3. Distinguishes between accurate and inaccurate or misleading information.	
		4.1.4. Compiles and organizes information and selects appropriate sources to support central ideas, concepts, and themes.	
		4.1.5. Presents and defends findings and conclusions through a variety of media.	
		4.1.6. Categorizes relevant information from multiple sources into major components.	
		4.1.7. Documents sources of information using standard format.	
		2--Ethical Practices	The student uses ethical research practices.
		4.2.1. Analyzes and understands implications of plagiarism.	
		4.2.2. Expresses information in own words using explicit techniques to appeal to the background and interests of the audience.	
		4.2.3. Cites references for all information used or reproduced from any source.	
		4.2.4. Constructs a simple bibliography with author, title, publisher, year, website name and address, and copyright date.	
			A. Reads with fluency rate of 120-140 wpm.
B. Uses district reading comprehension strategies.			
1. Making Connections			
2. Determining Importance (Purpose for Reading)			
3. Identifying Text Structures (Within N-E-P-T Text)			
4. Questioning			
5. Using Sensory Images			
6. Inferring			
7. Synthesizing/Summarizing			
8. Monitoring Own Comprehension (Fix-Up Strategies)			

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