

# Central Kitsap School District

Instruction Driven by Standards

Revised  
Summer, 2000



## Essential Learnings Grades 7-10

## **Central Kitsap School District**

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Central Kitsap School District #401 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or handicap. This holds true for all District employment and opportunities.

**LANGUAGE  
ESSENTIAL LEARNINGS**

**COMMITTEE MEMBERS 1990-1997**

Steve Anderson, Cougar Valley Elementary  
Gordon Bushaw, Curriculum Department  
Jan Chappuis, Curriculum Department  
Steve Chappuis, Central Kitsap High School  
Tom Coleman, Ridgetop Junior High  
Jack Corbett, Silverdale Elementary  
Libby Correll, Curriculum Department  
Julie Dammarell, Silver Ridge Elementary  
Kay Gordon, Curriculum Department  
Lynn Hall, Woodlands Elementary  
Nancy Hanners, Fairview Junior High  
Jeannie Harmon, Curriculum Department  
Joanne Hubbard, Fairview Junior High  
Jay Jackson, Central Kitsap High School/Curriculum Department  
Linda Johanesen, Central Kitsap High School  
Jeanne Kertes-Smith, Curriculum Department  
Lillis King, Central Kitsap High School  
Ronna Knowles, Silverdale Elementary  
Wendy Kraft, Brownsville Elementary  
Ann Krieger, Central Kitsap Junior High  
Debbie Littlejohn, Fairview Junior High  
Edie Main, Green Mountain Elementary  
Kristina Mayer, Curriculum Department  
Kaye Moon, Tracyton Elementary  
Holly Morton, Fairview Junior High  
Joy Pope, Fairview Junior High  
Kathleen Schultz-Story, Fairview Junior High  
Rita Senn, Ridgetop Junior High  
Shirley Sherman, Olympic High School  
Kathleen Smith, Esquire Hills Elementary  
David Sours, Special Services Department  
Nancy Templeton, Curriculum Department  
Georgia Urlacher, Silverdale Elementary

**LANGUAGE**  
**(Reading, Writing, Communication)**

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# **CENTRAL KITSAP SCHOOL DISTRICT LANGUAGE PROGRAM STANDARDS**

## **Speaking and Writing**

- **The student writes and speaks effectively to various audiences and purposes.**
- **Through speaking and writing, the student contributes productively to both large and small groups.**
- **The student writes and speaks cogently on social and political issues.**
- **The student demonstrates appreciation for the beauty, power, and utility of language.**

## **Reading and Listening**

- **The student changes strategies to match listening and reading contexts.**
- **The student analyzes and critiques information.**
- **The student exhibits good attending behaviors.**

## **Critical Analysis of Literature**

- **The student develops knowledge and understanding of how language is used.**
- **The student uses creative, logical, and critical thinking strategies.**
- **The student demonstrates insight into and reflects on his/her own and others' lives by extending knowledge of the world through language, literature, and media.**

## How to Read the Essential Learnings

### Program Standards: Grade 7 Writing

State Essential Academic Learning Requirement that states what students should know and be able to do at the completion of their K-12 education in each content area.

Washington State set of indicators that demonstrates the developmental, cumulative nature of learning. At given points in time (4, 7, 10), may be used to measure student progress toward the accomplishment of Essential Academic Learning Requirements.

#### *State* EALR #3: The student understands and uses the steps of the writing process.

Component	Benchmark A	Benchmark B	Benchmark C
<b>3.2 The student drafts.</b> ↑ <i>State</i>	<b>The student elaborates on an initial idea.</b>	<b>The student coordinates ideas and perspectives and takes variables into account.</b>	<b>The student constructs a clear narrative or argument.</b>
	<ul style="list-style-type: none"> <li>• Drafts freely without stopping to correct errors; refers to ideas generated at prewriting stage</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and coordinates ideas generated at prewriting stage</li> </ul>	
<b>3.3 The student revises.</b>	<b>The student confers with others to improve text; he/she evaluates suggestions from others.</b>	<b>The student adds and deletes information and graphics as needed to enhance text and style.</b>	← <i>State</i>
	<ul style="list-style-type: none"> <li>• Seeks feedback from others; analyzes feedback and selects suggestions to use</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges words, sentences and graphics deliberately to clarify meaning</li> </ul>	← <i>District</i>

Washington State key elements to each Essential Academic Learning Requirement (EALR). Describes broad categories of student behaviors or actions.

Central Kitsap School District essential learnings that outline the most important knowledge, skills, understanding of concepts, and processes students should be able to demonstrate by the end of each grade level.

**Program Standards: Grade 7  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	Benchmark C
<p><b>1.1 The student uses word recognition and word meaning skills to read and comprehend text.</b></p>	<p><b>The student uses language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations.</b></p>	<p><b>The student integrates appropriate reading strategies to adapt reading to different types of text.</b></p>	<p><b>The student uses a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading-on, and slowing down.</b></p>
	<ul style="list-style-type: none"> <li>• Understands and uses word relationships (e.g., synonyms, antonyms, homonyms, analogies, similes, metaphors) to comprehend reading material</li> <li>• Identifies prefixes, suffixes, root words and how they might affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate strategies when reading for different purposes (e.g., predicting, skimming, scanning, in-depth)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses formal study strategies to comprehend content area text</li> <li>• Uses diverse comprehension strategies to clarify meaning (e.g., re-reading, note taking, outlining, summarizing, paraphrasing, predicting)</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark D	Benchmark E	Benchmark F
<p><b>1.1 The student uses word recognition and word meaning skills to read and comprehend text.</b></p>	<p><b>The student understands and applies reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading.</b></p>	<p><b>The student analyzes text for a specific purpose.</b></p>	<p><b>The student interprets general and specialized vocabulary critical to the meaning of the text.</b></p>
	<ul style="list-style-type: none"> <li>• Identifies prefixes, suffixes, root words, word origins, and how they might affect meaning</li> <li>• Understands and applies reading strategies for making predictions, and verifying and revising meaning while reading</li> </ul>	<ul style="list-style-type: none"> <li>• Understands words that are specific to comprehending the text (e.g., specialized vocabulary, idioms, words in unusual contexts)</li> <li>• Uses appropriate strategies (predicting, skimming, scanning) to analyze text</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets general and specialized vocabulary critical to the meaning of the text (e.g., foreign words, slang, jargon)</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B
<b>1.2 The student builds vocabulary through reading.</b>	<b>The student constructs general and specialized vocabularies through reading and specific fields of academic study such as science, social studies, mathematics, and the arts.</b>	
	<ul style="list-style-type: none"> <li>• Constructs general and specialized vocabularies through readings and specific fields of academic study (e.g., science, social studies, mathematics, the arts)</li> </ul>	
<b>1.3 The student reads fluently, adjusting reading for purpose and material.</b>	<b>The student reads both orally and silently with ease.</b>	<b>The student adjusts reading pace to accommodate the form, style, and difficulty of material and purpose of reading; samples text rather than focusing on every detail.</b>
	<ul style="list-style-type: none"> <li>• Reads orally with expression, pacing, and fluency (e.g., intonation, phrasing, elements of punctuation)</li> <li>• Reads silently for an extended period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts reading pace to accommodate the form, style, and difficulty of material and purpose of reading (e.g., audience; author's intent; predicting, previewing, skimming, scanning; reading for study, recreation, depth)</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.4 The student understands elements of literature--fiction.</b>	<b>The student identifies literary devices (figurative language, exaggeration, irony, humor, dialogue).</b>	<b>The student understands sentence structure, paragraphs, and chapters.</b>	<b>The student analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution).</b>
	<ul style="list-style-type: none"> <li>• Identifies the author's use of literary devices in relation to the text type (e.g., humor, dialogue, irony, personification, analogies, similes, metaphors, foreshadowing, flashback)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands organizational patterns in text including complex sentence structure, punctuation, paragraphs, and chapter structure</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and analyzes the elements of literature and how they influence a story (e.g., plot, characters, setting, theme, point of view, conflict, resolution)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
<b>1.5 The student uses features of nonfiction text and computer software.</b>	<b>The student locates specific information to pursue an interest or complete a project; analyzes the validity of electronic information.</b>	<b>The student uses organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, etc.).</b>	<b>The student uses organizational features of electronic information (microfiche headings and numberings, CD-ROM, Internet, etc.).</b>
	<ul style="list-style-type: none"> <li>• Finds relevant information from reading materials (e.g., nonfiction books and articles, encyclopedia, almanac, atlas, consumer reports, trade publications, public documents, electronic information)</li> <li>• Analyzes the validity of electronic information</li> </ul>	<ul style="list-style-type: none"> <li>• Locates and uses parts of text (e.g., index, glossary, table of contents, chapter summaries, bold-face type, outlines, maps, graphs, charts, appendices)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses organizational features of electronic information (e.g., microfiche headings and numberings, CD-ROM, Internet, etc.)</li> </ul>

## Program Standards: Grade 7 Reading

### EALR #2: The student understands the meaning of what is read.

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.1 The student comprehends important ideas and details.</b>	<b>The student demonstrates comprehension of complex texts including fiction, nonfiction, information, and task-oriented texts.</b>	<b>The student readily identifies and comprehends the main idea and supporting facts and details; summarizes ideas in own words.</b>	<b>The student links characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding.</b>	<b>The student makes, confirms, or revises predictions and inferences based on the reading text.</b>
	<ul style="list-style-type: none"> <li>• Identifies, reads, and responds to a variety of literary genres</li> <li>• Identifies, reads, and responds to a variety of nonfiction texts</li> <li>• Comprehends information and task-oriented texts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and comprehends organizational patterns in content area texts (e.g., enumeration, time order, comparison/contrast, cause/effect, problem/solution)</li> <li>• Summarizes and paraphrases reading material</li> </ul>	<ul style="list-style-type: none"> <li>• Connects characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Makes, confirms, and revises predictions and inferences based upon implicit and explicit information in texts</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B
<p><b>2.2 The student expands comprehension by analyzing, interpreting, and synthesizing information and ideas.</b></p>	<p><b>The student compares, contrasts, and makes connections within and among several texts.</b></p>	<p><b>The student uses logical sequence to accurately retell stories; orders and/or sequences parts of text.</b></p>
	<ul style="list-style-type: none"> <li>• Compares, contrasts, and makes connections within and among texts through analyzing, synthesizing, interpreting, and presenting</li> <li>• Makes connections between author's life experiences and writings</li> <li>• Compares and contrasts similar themes, subjects, and genres (poetry/prose) by same person or in same period</li> </ul>	<ul style="list-style-type: none"> <li>• Retells and discusses own interpretation of text read (e.g., uses logical sequence to accurately retell stories; orders and/or sequences parts of text)</li> <li>• Relates and retells sequenced events found in other literary forms: songs, news articles, poetry, etc.</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B	Benchmark C
<p><b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b></p>	<p><b>The student evaluates the validity of what is read.</b></p>	<p><b>The student recognizes that authors make language choices to influence an audience.</b></p>	<p><b>The student evaluates an author's effectiveness for a chosen audience.</b></p>
	<ul style="list-style-type: none"> <li>• Uses personal and others' experiences to interpret and evaluate the validity of information gained through text and illustration</li> <li>• Judges the accuracy of a text (e.g., author's qualifications, bias, stereotypes, motivations, author's sources, date of publication, historical perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes language techniques that authors use to influence an audience (e.g., dialect, slang, jargon, voice, word choice, idioms, persuasion, other literary devices)</li> <li>• Understands the relationship between author's style, literary form, and intended impact on reader</li> <li>• Discusses how culture and values affect the connotation of words</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the effectiveness of author's use of similes, metaphors, analogies, and other literary devices in relation to the text type and purpose</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<p><b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b></p>	<p><b>The student recognizes the author's point of view, tone, and use of persuasive devices.</b></p>	<p><b>The student applies information gained from reading to give a response and express insight.</b></p>	<p><b>The student makes generalizations beyond the text to other texts, ideas, or situations.</b></p>	<p><b>The student evaluates reasoning and ideas related to a text.</b></p>
	<ul style="list-style-type: none"> <li>• Recognizes the author's point of view, tone, and use of persuasive devices (e.g., analyzes advertisements, propaganda, mass media)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds personally to information gained from reading</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets and makes generalizations</li> <li>• Makes generalizations that connect text ideas and situations to current issues, other perspectives, or experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the author's reasoning and ideas with examples from text, and current issues including gender, racial, religious, or political bias</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>3.1 The student reads to learn new information.</b>	<b>The student observes and uses signs, labels, and instructions.</b>	<b>The student evaluates the appropriateness of a variety of resource materials for a specific task.</b>	<b>The student understands and uses materials to investigate a topic (reference materials, encyclopedia, newspaper and magazine articles, trade publications, etc.).</b>	<b>The student reads and comprehends a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.).</b>
	<ul style="list-style-type: none"> <li>• Observes and uses signs, labels, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates and selects appropriate source(s) for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of resource materials to investigate a topic</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and comprehends a full range of texts and other resources to learn new information</li> </ul>
Component	Benchmark A			
<b>3.2 The student reads to perform a task.</b>	<b>The student reads and understands information to perform a specific task (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.).</b>			
	<ul style="list-style-type: none"> <li>• Reads to perform a task for a variety of real-life purposes</li> </ul>			

**Program Standards: Grade 7  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>3.3 The student reads for literary experience.</b>	<b>The student reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays).</b>	<b>The student reads, discusses, and uses literature to understand a variety of perspectives of self, others, and world issues.</b>	<b>The student identifies recurring themes in literature such as identity, conflict and struggle, and social and economic change.</b>
	<ul style="list-style-type: none"> <li>• Reads, responds to, and evaluates a variety of literature including fiction and nonfiction, traditional and contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, discusses, and uses literature to understand multiple perspectives of self, others, and world issues</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies recurring themes in literature (e.g., identity, conflict and struggle, social and economic change)</li> </ul>
Component	Benchmark A	Benchmark B	
<b>3.4 The student reads for career applications.</b>	<b>The student identifies particular documents one might be required to read for occupational/career areas of interest.</b>	<b>The student locates and interprets technical and nontechnical documents from different career settings such as blueprints, graphs, tables, and policies.</b>	
	<ul style="list-style-type: none"> <li>• Identifies particular documents one might be required to read for occupational/career areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Locates and interprets technical and nontechnical documents from career settings such as blueprints, graphs, tables, and policies</li> </ul>	

**Program Standards: Grade 7  
Reading**

**EALR #4: The student sets goals and evaluates progress to improve reading.**

Component	Benchmark A	Benchmark B
<b>4.1 The student assesses own strengths and needs for improvement.</b>	<b>The student uses a variety of strategies to monitor reading progress and to overcome difficulties.</b>	<b>The student sets reading goals and develops strategies to meet goals and monitor progress.</b>
	<ul style="list-style-type: none"> <li>• Uses diverse comprehension strategies to clarify meaning (e.g., summarizing, paraphrasing, predicting, re-reading, note taking, outlining)</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses prior knowledge/experiences to set reading goals and monitor progress</li> <li>• Uses a variety of strategies to monitor reading progress (e.g., reading rate, re-reading, checklists)</li> <li>• Selects reading material from a wide range of genres</li> </ul>

**Program Standards: Grade 7  
Reading**

**EALR #4: The student sets goals and evaluates progress to improve reading.**

Component	Benchmark A
<b>4.2 The student seeks and offers feedback to improve reading.</b>	<b>The student develops shared standards and evaluates reading skills such as fluency, comprehension, and text choice for self and others.</b>
	<ul style="list-style-type: none"> <li>• Develops shared standards and evaluates reading skills such as fluency, comprehension, and text choice for self and others</li> <li>• Seeks and offers feedback to improve reading (e.g., peer discussion, book talks, reading response journal, shared standard to evaluate reading skills)</li> <li>• Uses feedback from teachers, peers, and other adults to continue reading progress</li> </ul>
<b>4.3 The student develops interests and shares reading experiences.</b>	<b>The student expresses reasons for recommending books to others; shares reading experiences with others.</b>
	<ul style="list-style-type: none"> <li>• Selects and reads a range of texts independently for enjoyment and information</li> <li>• Shares opinions, ideas, and insights about books to others (e.g., reading response journals, literature circles, book talks, etc.)</li> <li>• Expresses reasons for recommending books to others</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student uses word recognition and word meaning skills to read and comprehend text.</b>	<b>The student uses language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations.</b>	<b>The student integrates appropriate reading strategies to adapt reading to different types of text.</b>	<b>The student uses a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading-on, and slowing down.</b>
	<ul style="list-style-type: none"> <li>• Uses word relationships (e.g., synonyms, antonyms, homonyms, analogies, similes, metaphors) to comprehend reading material</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts reading rate to material (e.g., skims, scans, study reads, reads recreationally, orally articulates)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes active reading strategies (e.g., self-correction, re-reading, reading-on, slowing down, predicting, note taking, paraphrasing) in a broader range of texts</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student understands and applies reading strategies including word origins, word roots, prefixes, suffixes; makes predictions; and verifies and revises understanding while reading.</b>	<b>The student synthesizes information when reading from a variety of sources.</b>	<b>The student identifies technical and specialized terms and determines meaning of multiple meaning words.</b>
	<ul style="list-style-type: none"> <li>• Applies reading strategies for paraphrasing, summarizing, making predictions, and verifying and revising meaning while reading</li> </ul>	<ul style="list-style-type: none"> <li>• Compares, contrasts, interprets, makes generalizations, synthesizes information from a number of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies technical and specialized vocabulary critical to the meaning of the text</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B
<b>1.2 The student builds vocabulary through reading.</b>	<b>The student examines and increases vocabularies relevant to different contexts, cultures, and communities.</b>	
	<ul style="list-style-type: none"> <li>• Interprets dialogue/dialects to construct meaning</li> <li>• Increases vocabularies relevant to different contexts, cultures, and communities (e.g., slang, jargon, specialized vocabulary)</li> </ul>	
<b>1.3 The student reads fluently, adjusting reading for purpose and material.</b>	<b>The student reads fluently, focusing on text details when necessary to maintain reading.</b>	<b>The student reads at different speeds, using scanning and/or careful reading as appropriate.</b>
	<ul style="list-style-type: none"> <li>• Reads orally with expression, pacing, and fluency for overall meaning</li> <li>• Sustains recreational reading for an extended period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Reads at different speeds, uses scanning, and/or careful reading as appropriate</li> </ul>

## Program Standards: Grade 8 Reading

### EALR #1: The student understands and uses different skills and strategies to read.

Component	Benchmark A	Benchmark B	Benchmark C
1.4 The student understands elements of literature--fiction.	The student identifies literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, mood).	The student understands sentence structure, paragraphs, and chapters.	The student analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution).
	<ul style="list-style-type: none"> <li>Applies the understanding of literary devices: suspense, tone, symbol, alliteration, analogy, allusion, imagery, simile, metaphor, exaggeration, irony, humor, dialogue, devices that develop characterization, tension, mood</li> </ul>	<ul style="list-style-type: none"> <li>Understands organizational structures of diverse literary forms (e.g., epistolary, dramatic, journal)</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the use of literary elements (e.g., plot, point of view, characterization, setting, theme)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
1.5 The student uses features of nonfiction text and computer software.	The student reads, analyzes, and uses informational materials to demonstrate understanding and expertise; analyzes the validity of electronic information.	The student uses complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.).	The student uses features of electronic information (electronic bulletin boards and data bases, e-mail, etc.).
	<ul style="list-style-type: none"> <li>Reads, analyzes, and interprets a variety of informational texts (e.g., job descriptions, technical manuals, consumer texts, advertisements)</li> <li>Analyzes the validity of electronic information</li> <li>Evaluates the accuracy of information</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex organizational features of printed text (e.g., titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, bibliographies)</li> </ul>	<ul style="list-style-type: none"> <li>Uses features of electronic information including electronic bulletin boards, data bases, e-mail, and Internet</li> </ul>

## Program Standards: Grade 8 Reading

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B
<b>2.1 The student comprehends important ideas and details.</b>	<b>The student demonstrates comprehension of varied texts, especially technical materials, complex narratives, and exposition.</b>	<b>The student summarizes the main idea and supporting facts and details with evidence from reading.</b>
	<ul style="list-style-type: none"> <li>• Reads and understands a variety of literary and informational texts (e.g., technical--manuals, promotional materials, directories, consumer reports, almanacs--reviews, editorials, short stories, essays, speeches, plays, novels)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and comprehends organizational patterns in a variety of texts (e.g., time order, enumeration, compare/contrast, cause/effect, problem/solution)</li> <li>• Summarizes and paraphrases reading material</li> <li>• Uses evidence from reading to summarize the main idea and supporting facts and details</li> </ul>
	Benchmark C	Benchmark D
	<b>The student uses prior knowledge of issues, characters, events, and information to examine texts and extend understanding.</b>	<b>The student synthesizes ideas from selections to make predictions and inferences about various texts.</b>
<ul style="list-style-type: none"> <li>• Uses prior knowledge of issues, characters, events, and information to extend understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Makes predictions, draws conclusions about text</li> <li>• Interprets, makes generalizations, synthesizes information from a number of sources</li> </ul>	

**Program Standards: Grade 8  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B
<b>2.2 The student expands comprehension by analyzing, interpreting, and synthesizing information and ideas.</b>	<b>The student critically compares, contrasts, and connects ideas within and among a broad range of texts.</b>	<b>The student uses logical sequence to accurately retell stories; orders and/or sequences parts of text.</b>
	<ul style="list-style-type: none"> <li>• Compares and contrasts information from multiple sources</li> <li>• Makes connections between author's life experiences and writings</li> </ul>	<ul style="list-style-type: none"> <li>• Uses logical sequence to retell stories</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b>	<b>The student draws conclusions based on the validity and accuracy of what is read.</b>	<b>The student explains how an author uses language to influence different audiences.</b>	<b>The student analyzes and evaluates authors' effectiveness for different audiences.</b>
	<ul style="list-style-type: none"> <li>• Evaluates, makes predictions, draws logical conclusions (e.g., inferences, logical fallacies)</li> <li>• Judges the accuracy of a text (e.g., author's qualifications, bias, stereotypes, motivations, author's sources, date of publication, historical perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands language techniques that authors use to influence an audience (e.g., dialect, slang, jargon, voice, word choice, idioms, persuasion, other literary devices)</li> <li>• Analyzes how culture and values affect the connotation of words</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the author's purpose</li> <li>• Considers author's effectiveness with different audiences</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b>	<b>The student detects bias, stereotype, overgeneralization, and other devices used by the author to influence an audience.</b>	<b>The student applies information gained from reading to give a response and express insight.</b>	<b>The student analyzes, interprets, and evaluates ideas and concepts within, among, and beyond multiple texts.</b>	<b>The student analyzes, interprets, and evaluates reasoning and ideas related to multiple texts.</b>
	<ul style="list-style-type: none"> <li>• Identifies that authors use language that influences others (e.g., humor, exaggeration, satire)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes connections with text on a personal level and shares response with others</li> <li>• Uses evidence from the text to support his/her response</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, interprets, and makes generalizations (e.g., universal themes, archetypes, symbols)</li> <li>• Makes generalizations that connect text ideas and situations to current issues, other perspectives, or experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and interprets author's reasoning and ideas with examples from multiple texts and pertinent issues including gender, racial, or political bias</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B
<b>3.1 The student reads to learn new information.</b>	<b>The student observes and uses signs, labels, and instructions.</b>	<b>The student organizes information from resource materials and communicates findings effectively.</b>
	<ul style="list-style-type: none"> <li>• Observes and uses signs, labels, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes information from resource materials and communicates findings</li> </ul>
	Benchmark C	Benchmark D
	<b>The student understands and uses materials to investigate a topic (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.).</b>	<b>The student reads, analyzes, and interprets a full range of texts fluently (e.g., news articles, instructions, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.).</b>
	<ul style="list-style-type: none"> <li>• Uses a variety of material (both primary and secondary sources) to investigate a question, topic, or issue (e.g., interviews, electronic encyclopedias, almanacs, worldwide networks)</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, comprehends, and analyzes a full range of texts fluently (e.g., news articles, instructions, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information)</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

<b>Component</b>		<b>Benchmark A</b>	
<b>3.2 The student reads to perform a task.</b>		<b>The student understands and follows complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.).</b>	
		<ul style="list-style-type: none"> <li>• Understands and follows complex information to perform real-life tasks</li> </ul>	
<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>
<b>3.3 The student reads for literary experience.</b>	<b>The student reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays).</b>	<b>The student reads critically to analyze, compare, and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues.</b>	<b>The student analyzes recurring themes in literature such as human interaction, identity, conflict and struggle, and economic change.</b>
	<ul style="list-style-type: none"> <li>• Reads, responds to, and evaluates a variety of literary genres including fiction, nonfiction, traditional, and contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, reads, and discusses literature to understand multiple perspectives and issues of self, others, and world issues</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies recurring themes in literature (e.g., identity, conflict and struggle, economic change)</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B
<b>3.4 The student reads for career applications.</b>	<b>The student identifies particular reading skills required to read for occupational/career areas of interest.</b>	<b>The student uses appropriate reading strategies for interpreting technical and nontechnical documents from different career settings, such as scanning, finding specific information, inferring from data.</b>
	<ul style="list-style-type: none"> <li>• Identifies particular reading skills required for occupational/career areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate reading strategies for interpreting technical and nontechnical documents from different career settings (e.g., scanning, finding specific information, inferring from data)</li> </ul>

**Program Standards: Grade 8  
Reading**

**EALR #4: The student sets goals and evaluates progress to improve reading.**

Component	Benchmark A	Benchmark B
<b>4.1 The student assesses strengths and need for improvement.</b>	<b>The student solves problems, monitors progress, and directs own reading.</b>	<b>The student sets goals and takes individual responsibility to form a plan for improvement.</b>
	<ul style="list-style-type: none"> <li>• Directs own reading and monitors progress</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses prior knowledge/experiences to set reading goals and monitor progress</li> <li>• Uses a variety of strategies to monitor reading progress (e.g., checklists)</li> <li>• Selects reading material from a wide range of genres</li> </ul>
Component	Benchmark A	
<b>4.2 The student seeks and offers feedback to improve reading.</b>	<b>The student applies academic and technical standards to evaluate and improve reading for self and others.</b>	
	<ul style="list-style-type: none"> <li>• Seeks and offers feedback to improve reading</li> <li>• Applies academic standards to evaluate and improve reading for self</li> </ul>	
<b>4.3 The student develops interests and shares reading experiences.</b>	<b>The student shares knowledge gained through reading with others.</b>	
	<ul style="list-style-type: none"> <li>• Expresses reasons for recommending books to others</li> <li>• Shares opinions, ideas, and insights about books to others (e.g., reading response journal, literature circles, book talks, etc.)</li> </ul>	

## Program Standards: Grade 9 Reading

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student uses word recognition and word meaning skills to read and comprehend text.</b>	<b>The student uses language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations.</b>	<b>The student integrates appropriate reading strategies to adapt reading to different types of text.</b>	<b>The student uses a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading-on, and slowing down.</b>
	<ul style="list-style-type: none"> <li>• Uses word relationships (e.g., synonyms, antonyms, homonyms, analogies, similes, metaphors) to comprehend reading material</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts reading rate to material (e.g., skims, scans, study reads, reads recreationally, orally interprets)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes active reading strategies (e.g., self-correction, re-reading, reading-on, slowing down, predicting, note taking, paraphrasing) in a broader range of texts</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student understands and applies reading strategies including word origins, word roots, prefixes, suffixes; makes predictions; and verifies and revises understanding while reading.</b>	<b>The student synthesizes information when reading from a variety of sources.</b>	<b>The student identifies technical and specialized terms and determines meaning of multiple meaning words.</b>
	<ul style="list-style-type: none"> <li>• Paraphrases, summarizes, makes predictions, and verifies and revises understanding while reading</li> </ul>	<ul style="list-style-type: none"> <li>• Compares, contrasts, interprets, makes generalizations, synthesizes information from a number of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies technical and specialized vocabulary critical to the meaning of the text</li> <li>• Understands connotations and multiple meanings of words</li> </ul>

## Program Standards: Grade 9 Reading

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B
<b>1.2 The student builds vocabulary through reading.</b>	<b>The student examines and increases vocabularies relevant to different contexts, cultures, and communities.</b>	
	<ul style="list-style-type: none"> <li>• Uses and interprets dialogue/dialects to gain meaning</li> <li>• Increases vocabularies relevant to different contexts, cultures, and communities (e.g., slang, jargon, specialized vocabulary)</li> </ul>	
<b>1.3 The student reads fluently, adjusting reading for purpose and material.</b>	<b>The student reads fluently, focusing on text details when necessary to maintain reading.</b>	<b>The student reads at different speeds, using scanning and/or careful reading as appropriate.</b>
	<ul style="list-style-type: none"> <li>• Reads orally with expression, pacing, and fluency, focusing on text details to maintain meaning</li> <li>• Sustains recreational reading for an extended period of time</li> </ul>	<ul style="list-style-type: none"> <li>• Reads at different speeds, uses scanning, and/or careful reading as appropriate</li> </ul>

## Program Standards: Grade 9 Reading

### EALR #1: The student understands and uses different skills and strategies to read.

Component	Benchmark A	Benchmark B	Benchmark C
1.4 The student understands elements of literature - fiction.	<b>The student identifies literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, mood).</b>	<b>The student understands sentence structure, paragraphs, and chapters.</b>	<b>The student analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution).</b>
	<ul style="list-style-type: none"> <li>• Utilizes understanding of literary devices (e.g., tone, symbol, alliteration, analogy, allusion, imagery, irony, simile, metaphor, exaggeration, humor, dialogue, devices that develop characterization, tension, mood)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands organizational structures of diverse literary forms (e.g., epistolary, dramatic, journal)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the use of literary elements (e.g., plot, point of view, characterization, setting, theme)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
1.5 The student uses features of nonfiction text and computer software.	<b>The student reads, analyzes, and uses informational materials to demonstrate understanding and expertise; analyzes the validity of electronic information.</b>	<b>The student uses complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.).</b>	<b>The student uses features of electronic information (electronic bulletin boards and data bases, e-mail, etc.).</b>
	<ul style="list-style-type: none"> <li>• Reads, analyzes, and interprets a variety of informational texts (e.g., job descriptions, technical manuals, consumer texts, advertisements)</li> <li>• Analyzes the validity of electronic information</li> <li>• Evaluates the accuracy of information</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complex organizational features of printed text (e.g., titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, bibliographies)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses features of electronic information including electronic bulletin boards, data bases, e-mail, and Internet</li> </ul>

## Program Standards: Grade 9 Reading

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B
<b>2.1 The student comprehends important ideas and details.</b>	<b>The student demonstrates comprehension of varied texts, especially technical materials, complex narratives, and exposition.</b>	<b>The student summarizes the main idea and supporting facts and details with evidence from reading.</b>
	<ul style="list-style-type: none"> <li>• Reads and understands a variety of literary and informational texts (e.g., technical--manuals, almanacs, promotional materials, directories, consumer reports--literary criticism, essays, news, reviews, plays, speeches)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and comprehends organizational patterns in a variety of texts (e.g., compare/contrast, cause/effect, problem/solution)</li> <li>• Uses summarization techniques for paraphrasing reading material</li> <li>• Uses evidence from reading to summarize the main idea and supporting facts and details</li> </ul>
	Benchmark C	Benchmark D
	<b>The student uses prior knowledge of issues, characters, events, and information to examine texts and extend understanding.</b>	<b>The student synthesizes ideas from selections to make predictions and inferences about various texts.</b>
<ul style="list-style-type: none"> <li>• Uses prior knowledge of issues, characters, events, and information to extend understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, makes predictions, and draws conclusions about text</li> <li>• Interprets, makes generalizations, and synthesizes information from a number of sources</li> </ul>	

**Program Standards: Grade 9  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B
<b>2.2 The student expands comprehension by analyzing, interpreting, and synthesizing information and ideas.</b>	<b>The student critically compares, contrasts, and connects ideas within and among a broad range of texts.</b>	<b>The student uses logical sequence to accurately retell stories; orders and/or sequences parts of text.</b>
	<ul style="list-style-type: none"> <li>• Compares and contrasts information from multiple sources</li> <li>• Connects ideas within and among texts to the prevailing ideas of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Uses logical sequence to retell stories</li> </ul>

**Program Standards: Grade 9  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b>	<b>The student draws conclusions based on the validity and accuracy of what is read.</b>	<b>The student explains how an author uses language to influence different audiences.</b>	<b>The student analyzes and evaluates authors' effectiveness for different audiences.</b>
	<ul style="list-style-type: none"> <li>• Analyzes, evaluates, makes predictions, draws logical conclusions (e.g., inferences, logical fallacies, correlations, cause and effect)</li> <li>• Judges the accuracy of a text (e.g., author's qualifications, bias, stereotypes, motivations, author's sources, date of publication, historical perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Explains language techniques that authors use to influence an audience (e.g., dialect, slang, jargon, voice, word choice, idioms, persuasion, other literary devices)</li> <li>• Analyzes how culture and values affect the connotation of words</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the author's purpose</li> <li>• Considers author's effectiveness with different audiences</li> </ul>

**Program Standards: Grade 9  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b>	<b>The student detects bias, stereotype, overgeneralization, and other devices used by the author to influence an audience.</b>	<b>The student applies information gained from reading to give a response and express insight.</b>	<b>The student analyzes, interprets, and evaluates ideas and concepts within, among, and beyond multiple texts.</b>	<b>The student analyzes, interprets, and evaluates reasoning and ideas related to multiple texts.</b>
	<ul style="list-style-type: none"> <li>• Understands how authors use language that influences others (e.g., humor, satire, exaggeration)</li> <li>• Recognizes how fiction and nonfiction materials carry author's perspective (e.g., bias, stereotype, overgeneralization)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes connections with text on a personal level and shares response with others</li> <li>• Uses evidence from the text to support his/her response</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and interprets ideas and concepts within and among texts (e.g., universal themes, archetypes, symbols)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, interprets, and evaluates author's reasoning and ideas with examples from multiple texts and pertinent issues including gender, racial, religious, or political bias</li> </ul>

**Program Standards: Grade 9  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B
<b>3.1 The student reads to learn new information.</b>	<b>The student observes and uses signs, labels, and instructions.</b>	<b>The student organizes information from resource materials and communicates findings effectively.</b>
	<ul style="list-style-type: none"> <li>• Observes and uses signs, labels, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes information from resource materials and communicates findings</li> </ul>
	Benchmark C	Benchmark D
	<b>The student understands and uses materials to investigate a topic (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.).</b>	<b>The student reads, analyzes, and interprets a full range of texts fluently (e.g., news articles, instructions, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.).</b>
	<ul style="list-style-type: none"> <li>• Uses and interprets a variety of material (both primary and secondary sources)</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, analyzes, and interprets a full range of texts fluently (e.g., news articles, instructions, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information)</li> </ul>

## Program Standards: Grade 9 Reading

**EALR #3: The student reads different materials for a variety of purposes.**

Component		Benchmark A	
<b>3.2 The student reads to perform a task.</b>		<b>The student understands and follows complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.).</b>	
		<ul style="list-style-type: none"> <li>• Understands and follows complex information to perform real-life tasks</li> </ul>	
Component	Benchmark A	Benchmark B	Benchmark C
<b>3.3 The student reads for literary experience.</b>	<b>The student reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays).</b>	<b>The student reads critically to analyze, compare, and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues.</b>	<b>The student analyzes recurring themes in literature such as human interaction, identity, conflict and struggle, and economic change.</b>
	<ul style="list-style-type: none"> <li>• Reads, responds to, and evaluates a variety of literary genres including fiction, nonfiction, traditional, and contemporary</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, reads, and discusses literature to understand multiple perspectives and issues of self, others, and world issues</li> </ul>	<ul style="list-style-type: none"> <li>• Understands recurring themes in literature (e.g., identity, conflict and struggle, economic change)</li> </ul>

**Program Standards: Grade 9  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B
<b>3.4 The student reads for career applications.</b>	<b>The student identifies particular reading skills required to read for occupational/career areas of interest.</b>	<b>The student uses appropriate reading strategies for interpreting technical and nontechnical documents from different career settings, such as scanning, finding specific information, inferring from data.</b>
	<ul style="list-style-type: none"> <li>• Identifies particular reading skills required for occupational/career areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate reading strategies for interpreting technical and nontechnical documents from different career settings (e.g., scanning, finding specific information, inferring from data)</li> </ul>

## Program Standards: Grade 9 Reading

**EALR #4: The student sets goals and evaluates progress to improve reading.**

Component	Benchmark A	Benchmark B
<b>4.1 The student assesses strengths and need for improvement.</b>	<b>The student solves problems, monitors progress, and directs own reading.</b>	<b>The student sets goals and takes individual responsibility to form a plan for improvement.</b>
	<ul style="list-style-type: none"> <li>• Solves reading problems</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses prior knowledge/experiences to set reading goals and monitor progress</li> <li>• Uses a variety of strategies to monitor reading progress (e.g., checklists)</li> <li>• Selects reading material from a wide range of genres</li> </ul>
Component	Benchmark A	
<b>4.2 The student seeks and offers feedback to improve reading.</b>	<b>The student applies academic and technical standards to evaluate and improve reading for self and others.</b>	
	<ul style="list-style-type: none"> <li>• Seeks and offers feedback to improve reading</li> <li>• Applies academic standards to evaluate and improve reading for self and others</li> </ul>	
<b>4.3 The student develops interests and shares reading experiences.</b>	<b>The student shares knowledge gained through reading with others.</b>	
	<ul style="list-style-type: none"> <li>• Expresses reasons for recommending books to others</li> <li>• Shares opinions, ideas, and insights about books to others (e.g., reading response journal, literature circles, book talks, etc.)</li> </ul>	

## Program Standards: Grade 10 Reading

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student uses word recognition and word meaning skills to read and comprehend text.</b>	<b>The student uses language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations.</b>	<b>The student integrates appropriate reading strategies to adapt reading to different types of text.</b>	<b>The student readily uses a variety of strategies to comprehend words and ideas in complex texts including self-correcting, re-reading, reading-on, and slowing down.</b>
	<ul style="list-style-type: none"> <li>• Uses language structure to understand texts (e.g., sentence structure, prefixes, suffixes, word origins, word roots, contractions, abbreviations)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of self-monitoring and self-correction methods (e.g., re-reading, reading-on, slowing down, subvocalizing, predicting)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes active reading strategies (e.g., self-correcting, re-reading, reading-on, slowing down, predicting, note taking, paraphrasing)</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student understands and applies reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading.</b>	<b>The student synthesizes information when reading from a variety of sources.</b>	<b>The student identifies technical and specialized terms and determines meaning of multiple meaning words.</b>
	<ul style="list-style-type: none"> <li>• Formulates questions, makes predictions, and verifies and revises understanding while reading</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizes information when reading from a variety of sources by using decoding strategies, understanding symbols, abbreviations, acronyms, multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies technical and specialized terms</li> <li>• Understands connotations and multiple meanings of words</li> </ul>

## Program Standards: Grade 10 Reading

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	
1.2 The student builds vocabulary through reading.	<b>The student examines and increases vocabularies relevant to different contexts, cultures, and communities.</b>		
	<ul style="list-style-type: none"> <li>• Expands and applies vocabulary by using multiple strategies, relevant to different contexts, cultures, and communities</li> </ul>		
1.3 The student reads fluently, adjusting reading for purpose and material.	<b>The student reads fluently focusing on text details when necessary to maintain meaning.</b>	<b>The student reads at different speeds, using scanning and/or careful reading as appropriate.</b>	
	<ul style="list-style-type: none"> <li>• Reads fluently while focusing on text details</li> </ul>	<ul style="list-style-type: none"> <li>• Reads at different speeds, uses scanning and/or careful reading as appropriate</li> </ul>	
Component	Benchmark A	Benchmark B	Benchmark C
1.4 The student understands elements of literature--fiction.	<b>The student identifies literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood).</b>	<b>The student understands sentence structure, paragraphs, and chapters.</b>	<b>The student analyzes literary elements (plot, characters, setting, theme, point of view, conflict, resolution).</b>
	<ul style="list-style-type: none"> <li>• Understands the effects of complex literary devices and techniques on the quality of a work (e.g., mood, tone, theme, analogy, allusion, imagery, irony, simile, metaphor, diction, style)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands overall organization including chapters, paragraphs, and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the effectiveness of literary elements within a piece of literature</li> </ul>

**Program Standards: Grade 10  
Reading**

**EALR #1: The student understands and uses different skills and strategies to read.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.5 The student uses features of nonfiction text and computer software.</b>	<b>The student reads, analyzes, and uses informational materials to demonstrate understanding and expertise; he/she analyzes the validity of electronic information.</b>	<b>The student uses complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.).</b>	<b>The student uses features of electronic information (electronic bulletin boards and data bases, e-mail, etc.).</b>
	<ul style="list-style-type: none"> <li>• Reads, analyzes, and interprets a variety of informational texts (e.g., job descriptions, technical manuals, consumer texts, advertisements)</li> <li>• Analyzes the validity of electronic information</li> <li>• Evaluates the accuracy of information</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complex organizational features of printed text (e.g., titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, bibliographies)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses features of electronic information including electronic bulletin boards, data bases, e-mail, and Internet</li> </ul>

## Program Standards: Grade 10 Reading

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.1 The student comprehends important ideas and details.</b>	<b>The student demonstrates comprehension of varied texts especially technical materials, complex narratives, and exposition.</b>	<b>The student summarizes the main idea and supporting facts and details with evidence from reading.</b>	<b>The student uses prior knowledge of issues, characters, events, and information to examine texts and extend understanding.</b>	<b>The student synthesizes ideas from selections to make predictions and inferences about various texts.</b>
	<ul style="list-style-type: none"> <li>• Reads and understands a variety of literary and informational texts (e.g., technical materials, complex narratives, exposition, editorials, news stories)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses evidence from reading to summarize the main idea and supporting facts and details</li> </ul>	<ul style="list-style-type: none"> <li>• Uses prior knowledge of issues, characters, events, and information to extend understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizes ideas from text to make predictions and inferences</li> </ul>
Component	Benchmark A		Benchmark B	
<b>2.2 The student expands comprehension by analyzing, interpreting, and synthesizing information and ideas.</b>	<b>The student critically compares, contrasts, and connects ideas within and among a broad range of texts.</b>		<b>The student uses logical sequence to accurately retell stories; he/she orders and/or sequences parts of text.</b>	
	<ul style="list-style-type: none"> <li>• Makes connections of ideas and philosophies within and among texts (e.g., universal themes, archetypes, symbols)</li> </ul>		<ul style="list-style-type: none"> <li>• Uses logical sequence to retell stories</li> </ul>	

**Program Standards: Grade 10  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b>	<b>The student draws conclusions based on the validity and accuracy of what is read.</b>	<b>The student explains how an author uses language to influence different audiences.</b>	<b>The student analyzes and evaluates authors' effectiveness for different audiences.</b>	<b>The student detects bias, stereotype, overgeneralization, association, and other devices used by the author to influence an audience.</b>
	<ul style="list-style-type: none"> <li>• Analyzes validity and accuracy of the text to draw logical conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how an author uses language to influence different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and evaluates author's effectiveness for different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes how fiction and nonfiction materials carry author's perspectives (e.g., bias, stereotype, overgeneralization)</li> </ul>

**Program Standards: Grade 10  
Reading**

**EALR #2: The student understands the meaning of what is read.**

Component	Benchmark E	Benchmark F	Benchmark G
<p><b>2.3 The student thinks critically and analyzes authors' use of language, style, purpose, and perspective.</b></p>	<p><b>The student applies information gained from reading to give a response and express insight.</b></p>	<p><b>The student analyzes, interprets, and evaluates ideas and concepts within, among, and beyond multiple texts.</b></p>	<p><b>The student analyzes, interprets, and evaluates reasoning and ideas related to multiple texts.</b></p>
	<ul style="list-style-type: none"> <li>• Makes connections with text on a personal level</li> <li>• Shares response to literature with others (e.g., clearly states response, supports response with specific evidence from text and/or other sources)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, interprets, and evaluates ideas within and among texts (e.g., universal themes, archetypes, symbols)</li> <li>• Creates own analysis and interpretation of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Makes connections of ideas and philosophies within and among texts</li> </ul>

**Program Standards: Grade 10  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>3.1 The student reads to learn new information.</b>	<b>The student observes and uses signs, labels, and instructions.</b>	<b>The student organizes information from resource materials and communicates findings effectively.</b>	<b>The student locates, analyzes, and interprets material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.).</b>	<b>The student reads, analyzes, and interprets a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.).</b>
	<ul style="list-style-type: none"> <li>• Observes and uses signs, labels, and instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes information from resource materials and communicates findings</li> </ul>	<ul style="list-style-type: none"> <li>• Locates, analyzes, and interprets research materials to investigate a question, topic, or issue</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, analyzes, and interprets a full range of texts fluently (e.g., instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information)</li> </ul>

**Program Standards: Grade 10  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

<b>Component</b>		<b>Benchmark A</b>	
<b>3.2 The student reads to perform a task.</b>		<b>The student understands and follows complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.).</b>	
		<ul style="list-style-type: none"> <li>• Reads and interprets a variety of informational materials to perform tasks (e.g., job descriptions, technical manuals, consumer texts, advertisements)</li> </ul>	
<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>
<b>3.3 The student reads for literary experience.</b>	<b>The student reads, responds to, and evaluates a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays).</b>	<b>The student reads critically to analyze, compare and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues.</b>	<b>The student analyzes recurring themes in literature such as human interaction, identity, conflict and struggle, and economic change.</b>
	<ul style="list-style-type: none"> <li>• Reads, responds to, and evaluates works of writers from different cultures and times</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, compares, and contrasts works of a variety of authors to understand multiple perspectives of self, others, and world issues</li> </ul>	<ul style="list-style-type: none"> <li>• Understands recurring themes in literature (e.g., personal identity, conflict and struggle, social change, celebration)</li> </ul>

**Program Standards: Grade 10  
Reading**

**EALR #3: The student reads different materials for a variety of purposes.**

Component	Benchmark A	Benchmark B
<b>3.4 The student reads for career applications.</b>	<b>The student identifies particular reading skills required to read for occupational/career areas of interest.</b>	<b>The student uses appropriate reading strategies for interpreting technical and nontechnical documents from different career settings such as scanning, finding specific information, and inferring from data.</b>
	<ul style="list-style-type: none"> <li>• Identifies particular reading skills required for occupational/career areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate reading strategies for interpreting technical and nontechnical documents from different career settings (e.g., scanning, finding specific information, inferring from data)</li> </ul>

**Program Standards: Grade 10  
Reading**

**EALR #4: The student sets goals and evaluates progress to improve reading.**

Component	Benchmark A	Benchmark B
<b>4.1 The student assesses own strengths and needs for improvement.</b>	<b>The student solves problems, monitors progress, and directs own reading.</b>	<b>The student sets goals and takes individual responsibility to form a plan for improvement.</b>
	<ul style="list-style-type: none"> <li>• Solves problems, monitors progress, and directs own reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sets goals and takes individual responsibility to form a plan for improvement</li> </ul>
Component	Benchmark A	
<b>4.2 The student seeks and offers feedback to improve reading.</b>	<b>The student applies academic and technical standards to evaluate and improve reading for self and others.</b>	
	<ul style="list-style-type: none"> <li>• Seeks and offers feedback to improve reading</li> </ul>	
<b>4.3 The student develops interests and shares reading experiences.</b>	<b>The student shares knowledge gained through reading with others.</b>	
	<ul style="list-style-type: none"> <li>• Shares response to literature with others</li> </ul>	

**Program Standards: Grade 7  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student develops concept and design.</b>	<b>The student demonstrates consistency in focus; he/she constructs a logical argument.</b>	<b>The student writes in a number of genres and forms.</b>	<b>The student discriminates between essential, intriguing, or useful information and trivia.</b>
	<ul style="list-style-type: none"> <li>• Chooses manageable topics and maintains clarity of focus in multiple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Writes in a variety of genres (see EALR 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and includes interesting and informative details, avoiding trivia and digressions</li> </ul>

**Program Standards: Grade 7  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<b>1.1 The student develops concept and design.</b>	<b>The student demonstrates elaboration through examples, details, facts, and/or reasons, etc.</b>	<b>The student uses effective organizational structures; he/she constructs sequenced paragraphs using effective transitions.</b>	<b>The student writes coherent paragraphs.</b>	<b>The student writes analytically using basic and clear logic.</b>
	<ul style="list-style-type: none"> <li>• Substantiates main points with relevant examples, facts, and anecdotes</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses a method of ordering details that enhances meaning (e.g., chronological, spatial, logical, order of importance)</li> <li>• Uses effective transitions between paragraphs</li> <li>• Writes inviting introductions and satisfying conclusions including use of literary techniques such as irony and rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a focus and central idea in paragraph and multiple paragraph form</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs a logical argument when writing persuasive and expository text</li> </ul>

**Program Standards: Grade 7  
Writing**

**EALR #1: The student writes clearly and effectively.**

<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>
<b>1.2 The student uses style appropriate to the audience and purpose.</b>	<b>The student chooses voices appropriate to different genres and audiences.</b>	<b>The student chooses language that is precise, engaging, and well-suited to the topic and audience.</b>	<b>The student uses accurate and precise language relevant to content area.</b>
	<ul style="list-style-type: none"> <li>• Writing projects a personal, individual attitude or point of view (voice)</li> <li>• Writing reflects sincerity, honesty, and conviction (voice)</li> <li>• Voice is appropriate to purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses language and style, such as humor and tension, appropriate to the audience, topic, and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Writes using content area vocabulary correctly</li> </ul>
	<b>Benchmark D</b>	<b>Benchmark E</b>	<b>Benchmark F</b>
	<b>The student experiments with figurative language and sound patterns.</b>	<b>The student uses words appropriate to the chosen purpose.</b>	<b>The student varies sentence length and structure.</b>
	<ul style="list-style-type: none"> <li>• Uses similes, metaphors, personification, and alliteration to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses synonyms and antonyms in appropriate contexts</li> <li>• Chooses words that are appropriate to the chosen purpose</li> <li>• Avoids overused words</li> </ul>	<ul style="list-style-type: none"> <li>• Varies sentence beginnings, structures, and lengths to support meaning</li> <li>• Sentences demonstrate rhythm and flow</li> </ul>

## Program Standards: Grade 7 Writing

### EALR #1: The student writes clearly and effectively.

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.3 The student applies writing conventions.</b>	<b>The student uses compound and complex sentences.</b>	<b>The student employs conventional grammar such as subject/verb agreement and verb tense agreement except for effect.</b>	<b>The student applies capitalization and punctuation rules correctly.</b>
	<ul style="list-style-type: none"> <li>• Uses simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grammar correctly; subject/verb agreement in all sentence types; subject, object, and personal pronouns; regular and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses capitalization correctly</li> <li>• Punctuates complex sentences correctly</li> <li>• Uses punctuation correctly: commas, quotation marks, apostrophes</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student spells correctly except for effect in final draft.</b>	<b>The student uses paragraphing, stanza division, and other textual markers such as table of contents, title and subtitle, and bullets.</b>	<b>The student writes legibly.</b>
	<ul style="list-style-type: none"> <li>• Spells correctly in final drafts</li> <li>• Uses a study method to learn and retain spelling of new words</li> <li>• Uses multiple spelling strategies and rules to spell words correctly</li> <li>• Learns the correct spelling of frequently misspelled words (e.g., homonyms)</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes text with title page, table of contents, and subtitles</li> <li>• Indicates paragraphs consistently by indenting or double-spacing</li> </ul>	<ul style="list-style-type: none"> <li>• Produces legible writing by handwriting, typing, or word processing</li> </ul>

**Program Standards: Grade 7  
Writing**

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B
<b>2.1 The student writes for different audiences.</b>	<b>The student writes for distance audiences such as pen pals and community members.</b>	<b>The student determines and writes for the needs of different audiences.</b>
	<ul style="list-style-type: none"> <li>• Writes for and shares with familiar and unfamiliar audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Determines and writes for the needs of different audiences</li> </ul>
Component	Benchmark A	
<b>2.2 The student writes for different purposes.</b>	<p><b>The student writes for a range of purposes including: to express him/herself, to inform others, to create, to explain ideas or procedures, to persuade others, to entertain, to debate, to question.</b></p> <ul style="list-style-type: none"> <li>• Writes to gather information (note taking)</li> <li>• Writes to present information (compare/contrast, explain how something is done, explain cause and effect, give an extended definition, research and report, summarize and paraphrase)</li> <li>• Writes to describe (an object, emotion, thought, place, sensory experience, etc.)</li> <li>• Writes to persuade (change or initiate thinking or actions) on current personal, local, national, and international issues</li> <li>• Writes in response to what is read, viewed, and discussed to explain ideas, concepts and themes to question, and to discover new ideas</li> <li>• Writes to share personal insights and for self-expression</li> <li>• Collaborates with peers to create long-term projects</li> </ul>	

## Program Standards: Grade 7 Writing

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B	
<b>2.3 The student writes in a variety of forms.</b>	<b>The student writes in a variety of forms and genres (narratives, journals, poems, essays, stories, research reports, etc.).</b>	<b>The student varies form, detail, and structure of writing in accordance with intended audience and purpose.</b>	
	<ul style="list-style-type: none"> <li>• Writes in a variety of literary genres: narratives, personal letters, diaries, essays, and novelettes</li> <li>• Writes in a variety of informational, functional, and/or technical writing forms: research papers and documentaries</li> </ul>	<ul style="list-style-type: none"> <li>• Selects written forms appropriate to audience and purpose</li> <li>• Selects written forms appropriate to stated purpose</li> </ul>	
Component	Benchmark A	Benchmark B	Benchmark C
<b>2.4 The student writes for career applications.</b>	<b>The student identifies particular forms one might be required to use when writing in career settings, for example, software programs or research reports.</b>	<b>The student produces technical and nontechnical documents using resources from career settings such as evacuation materials, consumer spending graphs, and demographic tables.</b>	<b>The student identifies different forms used to cite sources when writing reports or technical documents, for example, references, footnotes, and endnotes.</b>
	<ul style="list-style-type: none"> <li>• Identifies the kinds of documents one might be required to write in a career setting</li> </ul>	<ul style="list-style-type: none"> <li>• Writes technical and nontechnical documents that could be used in a career setting, such as memos, directions, applications, charts, graphs, posters, and brochures</li> </ul>	<ul style="list-style-type: none"> <li>• Cites sources in bibliography</li> <li>• Credits information used within text</li> </ul>

## Program Standards: Grade 7 Writing

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>3.1 The student prewrites.</b>	<b>The student uses a variety of prewriting strategies (story mapping, listing, webbing, jotting, outlining, freewriting, brainstorming, etc.).</b>	<b>The student uses available tools and technology such as a simple word processor consistently through the writing process.</b>	<b>The student gathers information from a variety of sources such as interviews, multimedia, and periodicals.</b>
	<ul style="list-style-type: none"> <li>• Effectively uses prewriting strategies such as: brainstorming, role playing, freewriting, drawing, and diagramming</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a word processing program to write, edit, and publish</li> </ul>	<ul style="list-style-type: none"> <li>• Gathers information from a variety of sources (e.g., interviews, periodicals, multimedia, on-line resources)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
<b>3.2 The student drafts.</b>	<b>The student elaborates on an initial idea.</b>	<b>The student coordinates ideas and perspectives and takes variables into account.</b>	<b>The student constructs a clear narrative or argument.</b>
	<ul style="list-style-type: none"> <li>• Drafts freely without stopping to correct errors; refers to ideas generated at prewriting stage</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and coordinates ideas generated at prewriting stage</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs a clear narrative or argument</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
<b>3.3 The student revises.</b>	<b>The student confers with others to improve text; he/she evaluates suggestions from others.</b>	<b>The student adds and deletes information and graphics as needed to enhance text and style.</b>	
	<ul style="list-style-type: none"> <li>• Seeks feedback from others; analyzes feedback and selects suggestions to use</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges words, sentences and graphics deliberately to clarify meaning</li> <li>• Adds and/or deletes details to clarify meaning</li> </ul>	

**Program Standards: Grade 7  
Writing**

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>3.4 The student edits.</b>	<b>The student uses applicable reference tools.</b>	<b>The student corrects some errors independently.</b>	<b>The student adjusts word choice and sentence structure.</b>	<b>The student corrects mechanics and grammar.</b>
	<ul style="list-style-type: none"> <li>• Uses applicable reference materials to edit own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>• Uses editors' symbols to identify errors in own and others' texts</li> </ul>	<ul style="list-style-type: none"> <li>• Re-reads and adds missing or necessary words</li> <li>• Checks for complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Edits own and others' writing for conventions explicitly taught (see EALR 1.3)</li> </ul>
<b>3.5 The student publishes.</b>	<b>The student selects from a variety of publishing options such as school newspaper, bulletin boards, or multimedia formats.</b>	<b>The student produces a legible, neat final product.</b>	<b>The student uses different technologies to produce a finished product.</b>	
	<ul style="list-style-type: none"> <li>• Considers audience, purpose, and format when selecting publishing option (for format options, see EALR 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Produces legible, attractive final products</li> </ul>	<ul style="list-style-type: none"> <li>• Uses available technologies to produce a finished product</li> <li>• Uses appropriate fonts and layouts on a computer</li> </ul>	

## Program Standards: Grade 7 Writing

**EALR #4: The student analyzes and evaluates the effectiveness of written work.**

Component	Benchmark A	Benchmark B	Benchmark C
4.1 The student assesses own strengths and needs for improvement.	<b>The student establishes and applies own criteria to improve writing.</b>	<b>The student analyzes the works of effective writers to improve writing.</b>	<b>The student articulates the qualities that make a piece of writing effective.</b>
	<ul style="list-style-type: none"> <li>• Establishes and uses criteria to analyze own writing for strengths and weaknesses</li> <li>• Sets writing goals and monitors progress</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes published works, teacher demonstrations, and student models to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the qualities that make a piece of writing effective</li> </ul>
4.2 The student seeks and offers feedback.	<b>The student accepts feedback and edits to revise own writing when appropriate.</b>	<b>The student offers feedback, with guidance, on others' writing with regard to: concept and design, style, conventions.</b>	
	<ul style="list-style-type: none"> <li>• Accepts and uses feedback when appropriate (see EALR 3.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Offers specific feedback, with guidance, on others' writing with regard to: ideas and content, organization, voice, word choice, sentence fluency, and conventions</li> </ul>	

**Program Standards: Grade 8  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student develops concept and design.</b>	<b>The student maintains a sharp focus throughout the work; focuses text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon.</b>	<b>The student approaches a topic in an individualized and purposeful way.</b>	<b>The student discriminates between essential, intriguing, or useful information and trivia.</b>
	<ul style="list-style-type: none"> <li>• Chooses and maintains a focused topic; uses strategies to hold reader's attention (e.g., humor, personal experience, imagery)</li> <li>• Determines parameters of topic avoiding focuses that are too limiting, broad, controversial, or technical</li> </ul>	<ul style="list-style-type: none"> <li>• Produces text that conveys a clear sense of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sharp, relevant details</li> </ul>

**Program Standards: Grade 8  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<b>1.1 The student develops concept and design.</b>	<b>The student develops a topic, theme, or central metaphor with carefully chosen and focused detail and content.</b>	<b>The student controls emphasis, sequencing, focus, and transitions in a variety of genres such as poetry, technical, or narrative.</b>	<b>The student writes coherent paragraphs.</b>	<b>The student develops analysis, synthesis, persuasion, and exposition logically; demonstrates advanced logic.</b>
	<ul style="list-style-type: none"> <li>• Uses sharp, relevant, quality details</li> <li>• Uses a variety of methods to develop main idea (e.g., comparing/ contrasting, argumentation, narration, description, research)</li> <li>• Develops a plot that includes conflict, rising action, climax, and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective transitions between paragraphs</li> <li>• Uses effective organization (e.g., sequential, chronological, spatial) for a variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sentences which relate to and build upon one another (unity)</li> <li>• Uses effective transitions to enhance the flow of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic and clear logic (e.g., deductive and inductive reasoning) and avoids logical fallacies</li> </ul>

**Program Standards: Grade 8  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student uses style appropriate to the audience and purpose.</b>	<b>The student recognizes voice; strengthens and modifies own voice as appropriate.</b>	<b>The student chooses words to convey intended message in a precise, interesting, and natural way.</b>	<b>The student uses specialized vocabulary relevant to a specific content area.</b>
	<ul style="list-style-type: none"> <li>• Adjusts voice appropriate to purpose and audience</li> <li>• Cultivates a unique and recognizable writing style</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses words that are precise, engaging, and well suited to the audience</li> <li>• Uses formal, persuasive, colloquial, legal, descriptive, scientific, technical language in appropriate contexts</li> <li>• Avoids overused words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses specialized vocabulary relevant to a specific content area</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student uses figurative language and sound patterns.</b>	<b>The student considers connotation and denotation when choosing words.</b>	<b>The student varies the complexity of sentence structure and cadence for effect.</b>
	<ul style="list-style-type: none"> <li>• Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language)</li> </ul>	<ul style="list-style-type: none"> <li>• Considers connotation and denotation when choosing words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple, compound, and complex sentences of varying lengths</li> <li>• Incorporates grammar such as phrases, clauses, verbals, active and passive voice</li> </ul>

**Program Standards: Grade 8  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
1.3 The student applies writing conventions.	The student uses standard writing conventions in final draft to enhance meaning and clarity: grammar/usage, capitalization, punctuation, spelling.	The student uses paragraphing, stanza division to reinforce texts' organizational structure.	The student writes legibly.
	<ul style="list-style-type: none"> <li>• Uses capitalization correctly</li> <li>• Demonstrates correct use of punctuation</li> <li>• Adheres to the accepted conventions of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate formatting including paragraphing, marginization, line spacing, outlining, and stanza division to reinforce organizational structure of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Produces legible writing by handwriting, typing, or word processing</li> </ul>

**Program Standards: Grade 8  
Writing**

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B
<b>2.1 The student writes for different audiences.</b>	<b>The student identifies, analyzes, describes, and meets the needs of chosen audience.</b>	<b>The student shows sense of how a particular audience may interpret a text.</b>
	<ul style="list-style-type: none"> <li>• Identifies audience’s interests and specific needs to select topics (e.g., considers interests of potential readers)</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates different possible reader responses (e.g., approaches topic from different angles)</li> </ul>
Component	Benchmark A	
<b>2.2 The student writes for different purposes.</b>	<p><b>The student writes for a broad range of purposes including: to reflect upon own experiences, to experiment with language, to make inferences or draw conclusions, to present an analytical response to literature, to apply for jobs, to communicate research findings, to convey technical information.</b></p> <ul style="list-style-type: none"> <li>• Writes for a broad range of purposes: personal purposes (to imagine, obtain a job); practical purposes (convey technical information, to persuade); educational purposes (communicate research findings)</li> </ul>	

## Program Standards: Grade 8 Writing

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B	
<b>2.3 The student writes in a variety of forms.</b>	<b>The student writes in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.).</b>	<b>The student interweaves elements of exposition, argumentation, narration, figurative and rhythmic language as needed according to audience and purpose.</b>	
	<ul style="list-style-type: none"> <li>• Writes in a variety of literary forms: narratives, personal letters, memoirs, essays, novelettes, and narrative verse</li> <li>• Writes in a variety of text forms in content area writing: debates, reports and reviews, lab reports, career applications and curriculum vitae, grant proposals, scientific reports, and technical reports</li> </ul>	<ul style="list-style-type: none"> <li>• Selects elements of writing as needed according to audience and purpose (e.g., argumentation, figurative and rhythmic language)</li> <li>• Develops literary elements appropriate to genre (e.g., plot, character, mood, imagery)</li> <li>• Uses headings, charts, diagrams, graphs and examples as appropriate to different audiences and purposes</li> </ul>	
Component	Benchmark A	Benchmark B	Benchmark C
<b>2.4 The student writes for career applications.</b>	<b>The student identifies particular writing skills required for occupational/career areas of interest.</b>	<b>The student produces technical and nontechnical documents for career audiences such as a homepage, research report, or blueprint.</b>	<b>The student understands the importance of using reference style consistently when writing reports or technical documents.</b>
	<ul style="list-style-type: none"> <li>• Identifies a variety of career documents and the particular writing skills required for occupational/career areas</li> </ul>	<ul style="list-style-type: none"> <li>• Writes technical and nontechnical documents (e.g., autobiographies, research plans, interview questions) for career audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to credit information used within texts (e.g., end notes, footnotes, annotated bibliography)</li> <li>• Demonstrates ability to cross-reference, and prepare a bibliography and index</li> </ul>

**Program Standards: Grade 8  
Writing**

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>3.1 The student prewrites.</b>	<b>The student generates ideas and plans writing independently such as extensive planning, and defining and choosing an appropriate mode of expression.</b>	<b>The student uses available tools and technology such as a simple word processor consistently through the writing process.</b>	<b>The student analyzes and synthesizes information from a variety of sources such as interviews, multimedia, books, and periodicals.</b>
	<ul style="list-style-type: none"> <li>• Effectively uses prewriting strategies such as: brainstorming, role playing, freewriting, diagramming, and outlining</li> <li>• Uses prewriting stage to determine purpose, analyze audience, formulate theme, frame presentation of key ideas, and organize materials</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate technology to produce text (e.g., typewriter or word processor program)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes information from a variety of sources (e.g., interviews, multimedia, books, periodicals)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
<b>3.2 The student drafts.</b>	<b>The student formulates and constructs ideas independently.</b>	<b>The student coordinates a number of ideas and points of view.</b>	<b>The student presents argumentation effectively by using clarity, coherency, and precision; drafts text using logical flow of ideas and relationships.</b>
	<ul style="list-style-type: none"> <li>• While drafting, supports, extends, and associates to elaborate an initial idea</li> </ul>	<ul style="list-style-type: none"> <li>• Refers to similar, opposing, or related topics and points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Drafts text that guides the reader through reasonable sequencing, transition of ideas, and relationships</li> </ul>

## Program Standards: Grade 8 Writing

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B		
3.3 The student revises.	<b>The student confers with others to improve text; incorporates suggestions from others.</b>	<b>The student investigates additional information sources to improve text; uses language to enrich text and enhance style.</b>		
	<ul style="list-style-type: none"> <li>• Revises text by using peer review and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates further information to improve text (e.g., additional research)</li> <li>• Revises language for increased understanding and interest</li> <li>• Revises to add variety, emphasis, coherence, and detail to confirm structure, style and organization</li> </ul>		
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
3.4 The student edits.	<b>The student adapts new reference technologies to further the purpose of writing.</b>	<b>The student demonstrates self-correction.</b>	<b>The student changes text order to improve argument, flow of information, and logic.</b>	<b>The student corrects mechanics and grammar.</b>
	<ul style="list-style-type: none"> <li>• Uses editing technology (e.g., spell check, grammar check), but understands the limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Edits own work using a variety of self-editing techniques (e.g., use of editing symbols, editing backwards, hardcopy from computer screen)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes text order to improve argument, flow of information, and logic</li> </ul>	<ul style="list-style-type: none"> <li>• Corrects mechanics and grammar</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	
3.5 The student publishes.	<b>The student identifies viable markets and forums for specific pieces of writing.</b>	<b>The student produces a legible, professional-looking final product.</b>	<b>The student uses a variety of technological resources to produce a final product.</b>	
	<ul style="list-style-type: none"> <li>• Identifies sources where work may be published (e.g., children's publications, writing contests, newspapers, Internet)</li> </ul>	<ul style="list-style-type: none"> <li>• Produces a legible, professional-looking final product</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of technological resources to produce a final product</li> </ul>	

**Program Standards: Grade 8  
Writing**

**EALR #4: The student analyzes and evaluates the effectiveness of written work.**

Component	Benchmark A	Benchmark B	Benchmark C
4.1 The student assesses own strengths and needs for improvement.	The student articulates own and established criteria to improve writing; defends choices to deviate from established criteria.	The student assesses own strengths and developmental needs as a writer.	The student demonstrates knowledge of the qualities that make a piece of writing effective.
	<ul style="list-style-type: none"> <li>• Uses established criteria to evaluate writing</li> </ul>	<ul style="list-style-type: none"> <li>• Measures own strengths and weaknesses as a writer</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the effectiveness of his/her own writing and the writing of others</li> </ul>
4.2 The student seeks and offers feedback.	The student seeks, evaluates, accepts, and applies feedback; holds on to one's own vision.	The student independently offers specific feedback on others' writing with regard to: concept and design, style, conventions.	
	<ul style="list-style-type: none"> <li>• Seeks, considers, accepts, and applies feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Offers feedback on others' writing with regard to: the writing process, ideas and content, organization, voice, word choice, sentence fluency, and conventions</li> </ul>	

**Program Standards: Grade 9  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student develops concept and design.</b>	<b>The student maintains a sharp focus throughout the work; focuses text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon.</b>	<b>The student approaches a topic in an individualized and purposeful way.</b>	<b>The student discriminates between essential, intriguing, or useful information and trivia.</b>
	<ul style="list-style-type: none"> <li>• Chooses and maintains a focused topic; uses strategies to hold reader's attention (e.g., humor, personal experience, imagery)</li> <li>• Determines parameters of topic avoiding focuses that are too limiting, broad, controversial, or technical</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a commitment to the topic and a sense of involvement</li> <li>• Produces text that is expressive and conveys a clear sense of purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sharp, relevant details</li> </ul>

**Program Standards: Grade 9  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<b>1.1 The student develops concept and design.</b>	<b>The student develops a topic, theme, or central metaphor with carefully chosen and focused detail and content.</b>	<b>The student controls emphasis, sequencing, focus, and transitions in a variety of genres such as poetry, technical, or narrative.</b>	<b>The student writes coherent paragraphs.</b>	<b>The student develops analysis, synthesis, persuasion, and exposition logically; demonstrates advanced logic.</b>
	<ul style="list-style-type: none"> <li>• Substantiates main points with examples, facts, and anecdotes</li> <li>• Uses sharp, relevant details</li> <li>• Uses a variety of methods to develop main idea (e.g., comparing/ contrasting, argumentation, narration, description, research)</li> <li>• Develops a plot that includes conflict, rising action, climax, and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective transitions between paragraphs</li> <li>• Uses effective organization (e.g., sequential, chronological, spatial) for a variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>• Uses sentences which relate to and build upon one another (unity)</li> <li>• Uses effective transitions to enhance the flow of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic and clear logic (e.g., deductive and inductive reasoning) and avoids logical fallacies</li> </ul>

**Program Standards: Grade 9  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student uses style appropriate to the audience and purpose.</b>	<b>The student recognizes voice; strengthens and modifies own voice as appropriate.</b>	<b>The student chooses words to convey intended message in a precise, interesting, and natural way.</b>	<b>The student uses specialized vocabulary relevant to a specific content area.</b>
	<ul style="list-style-type: none"> <li>• Adjusts voice appropriate to purpose and audience</li> <li>• Cultivates a unique and recognizable writing style</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses words that are precise, engaging, and well suited to the audience</li> <li>• Uses formal, persuasive, colloquial, legal, descriptive, scientific, and technical language in appropriate contexts</li> <li>• Avoids overused words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses specialized vocabulary relevant to a specific content area</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student uses figurative language and sound patterns.</b>	<b>The student considers connotation and denotation when choosing words.</b>	<b>The student varies the complexity of sentence structure and cadence for effect.</b>
	<ul style="list-style-type: none"> <li>• Uses figurative language and sound patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Considers connotation and denotation when choosing words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple, compound, and complex sentences of varying lengths</li> <li>• Incorporates grammar such as phrases, clauses, verbals, active and passive voice</li> </ul>

**Program Standards: Grade 9  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
1.3 The student applies writing conventions.	The student uses standard writing conventions in final draft to enhance meaning and clarity: grammar/usage, capitalization, punctuation, spelling.	The student uses paragraphing, stanza division to reinforce texts' organizational structure.	The student writes legibly.
	<ul style="list-style-type: none"> <li>• Uses capitalization correctly</li> <li>• Demonstrates correct use of punctuation</li> <li>• Uses several strategies to determine correct spelling</li> <li>• Adheres to the accepted conventions of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate formatting including paragraphing, marginization, line spacing, outlining, and stanza division to reinforce organizational structure of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Produces legible writing by handwriting, typing, or word processing</li> </ul>

**Program Standards: Grade 9  
Writing**

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B
<b>2.1 The student writes for different audiences.</b>	<b>The student identifies, analyzes, describes, and meets the needs of chosen audience.</b>	<b>The student shows sense of how a particular audience may interpret a text.</b>
	<ul style="list-style-type: none"> <li>• Adjusts content of topic based on analysis of audience needs (e.g., includes explanations and definitions according to audience's knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates different possible reader responses (e.g., approaches topic from different angles)</li> </ul>
Component	Benchmark A	
<b>2.2 The student writes for different purposes.</b>	<p><b>The student writes for a broad range of purposes including: to reflect upon own experiences, to experiment with language, to make inferences or draw conclusions, to present an analytical response to literature, to apply for jobs, to communicate research findings, to convey technical information.</b></p> <ul style="list-style-type: none"> <li>• Writes for a broad range of purposes: personal purposes (to imagine, obtain a job); practical purposes (convey technical information, to persuade); educational purposes (communicate research findings)</li> </ul>	

## Program Standards: Grade 9 Writing

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B	
<b>2.3 The student writes in a variety of forms.</b>	<b>The student writes in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.).</b>	<b>The student interweaves elements of exposition, argumentation, narration, figurative and rhythmic language as needed according to audience and purpose.</b>	
	<ul style="list-style-type: none"> <li>• Writes in a variety of literary forms: narratives, personal letters, memoirs, essays, novelettes, and narrative verse</li> <li>• Writes in a variety of text forms in content area writing: debates, reports and reviews, lab reports, career applications and curriculum vitae, grant proposals, scientific reports, and technical reports</li> </ul>	<ul style="list-style-type: none"> <li>• Interweaves elements of writing as needed according to audience and purpose</li> <li>• Develops literary elements appropriate to genre (parallel structure, flashback, foreshadowing)</li> <li>• Uses headings, charts, diagrams, graphs, and examples as appropriate to different audiences and purposes</li> </ul>	
Component	Benchmark A	Benchmark B	Benchmark C
<b>2.4 The student writes for career applications.</b>	<b>The student identifies particular writing skills required for occupational/career areas of interest.</b>	<b>The student produces technical and nontechnical documents for career audiences such as a homepage, research report, or blueprint.</b>	<b>The student understands the importance of using reference style consistently when writing reports or technical documents.</b>
	<ul style="list-style-type: none"> <li>• Identifies a variety of particular writing skills required for occupational/career areas</li> </ul>	<ul style="list-style-type: none"> <li>• Writes technical and nontechnical documents (e.g., research report, homepage) for career audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to credit information (e.g., annotated bibliography, supplemental footnotes, quoting vs. paraphrasing)</li> <li>• Demonstrates ability to cross-reference, and prepare a bibliography and index</li> </ul>

**Program Standards: Grade 9  
Writing**

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>3.1 The student prewrites.</b>	<b>The student generates ideas and plans writing independently such as extensive planning, and defining and choosing an appropriate mode of expression.</b>	<b>The student uses available tools and technology such as a simple word processor consistently through the writing process.</b>	<b>The student analyzes and synthesizes information from a variety of sources such as interviews, multimedia, books, and periodicals.</b>
	<ul style="list-style-type: none"> <li>• Effectively uses prewriting strategies such as: brainstorming, role playing, freewriting, diagramming, and outlining</li> <li>• Uses prewriting stage to determine purpose, analyze audience, formulate theme, frame presentation of key ideas, and organize materials</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate technology to produce text (e.g., typewriter or word processor program)</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesizes information from a variety of sources (e.g., interviews, multimedia, books, periodicals) into a product</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
<b>3.2 The student drafts.</b>	<b>The student formulates and constructs ideas independently.</b>	<b>The student coordinates a number of ideas and points of view.</b>	<b>The student presents argumentation effectively by using clarity, coherency, and precision; drafts text using logical flow of ideas and relationships.</b>
	<ul style="list-style-type: none"> <li>• While drafting, supports, extends, and associates to elaborate an initial idea</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates similar, opposing, or related topics and points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Presents arguments clearly and coherently</li> <li>• Drafts text that guides the reader through reasonable sequencing, transition of ideas, and relationships</li> </ul>

## Program Standards: Grade 9 Writing

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B		
3.3 The student revises.	<b>The student confers with others to improve text; incorporates suggestions from others.</b>	<b>The student investigates additional information sources to improve text; uses language to enrich text and enhance style.</b>		
	<ul style="list-style-type: none"> <li>• Incorporates suggestions for change and improvements gained through peer review and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates further information to improve text (e.g., additional research)</li> <li>• Revises language for increased understanding and interest</li> <li>• Revises to add variety, emphasis, coherence, and detail to confirm structure, style, and organization</li> </ul>		
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
3.4 The student edits.	<b>The student adapts new reference technologies to further the purpose of writing.</b>	<b>The student demonstrates self-correction.</b>	<b>The student changes text order to improve argument, flow of information, and logic.</b>	<b>The student corrects mechanics and grammar.</b>
	<ul style="list-style-type: none"> <li>• Uses editing technology (e.g., spell check, grammar check), but understands the limitations</li> </ul>	<ul style="list-style-type: none"> <li>• Edits own work using a variety of self-editing techniques (e.g., use of editing symbols, editing backwards, hardcopy from computer screen)</li> </ul>	<ul style="list-style-type: none"> <li>• Changes text order to improve argument, flow of information, and logic</li> </ul>	<ul style="list-style-type: none"> <li>• Corrects mechanics and grammar</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	
3.5 The student publishes.	<b>The student identifies viable markets and forums for specific pieces of writing.</b>	<b>The student produces a legible, professional-looking final product.</b>	<b>The student uses a variety of technological resources to produce a final product.</b>	
	<ul style="list-style-type: none"> <li>• Identifies sources where work may be published (e.g., children's publications, writing contests, newspapers, Internet)</li> </ul>	<ul style="list-style-type: none"> <li>• Produces a legible, professional-looking final product</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of technological resources to produce a final product</li> </ul>	

**Program Standards: Grade 9  
Writing**

**EALR #4: The student analyzes and evaluates the effectiveness of written work.**

Component	Benchmark A	Benchmark B	Benchmark C
4.1 The student assesses own strengths and needs for improvement.	<b>The student articulates own and established criteria to improve writing; defends choices to deviate from established criteria.</b>	<b>The student assesses own strengths and developmental needs as a writer.</b>	<b>The student demonstrates knowledge of the qualities that make a piece of writing effective.</b>
	<ul style="list-style-type: none"> <li>• Uses established and own criteria to evaluate writing</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses own strengths and developmental needs as a writer</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes the effectiveness of his/her own writing and the writing of others</li> </ul>
4.2 The student seeks and offers feedback.	<b>The student seeks, evaluates, accepts, and applies feedback; holds on to one's own vision.</b>	<b>The student independently offers specific feedback on others' writing with regard to: concept and design, style, conventions.</b>	
	<ul style="list-style-type: none"> <li>• Seeks, considers, accepts, and applies feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Offers feedback on others' writing with regard to: the writing process, ideas and content, organization, voice, word choice, sentence fluency, and conventions</li> </ul>	

**Program Standards: Grade 10  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.1 The student develops concept and design.</b>	<b>The student maintains a sharp focus throughout the work; he/she focuses text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon.</b>	<b>The student approaches a topic in an individualized and purposeful way.</b>	<b>The student discriminates between essential, intriguing, or useful information and trivia.</b>
	<ul style="list-style-type: none"> <li>• Maintains sharp focus throughout work to hold reader's attention, to make a point, tell a story, and/or describe a process or phenomenon</li> <li>• Determines parameters of topic avoiding focuses that are too limiting, broad, controversial, or technical</li> </ul>	<ul style="list-style-type: none"> <li>• Produces text which is expressive, engages reader, and is reflective of a strong commitment to the piece</li> </ul>	<ul style="list-style-type: none"> <li>• Discriminates between essential, intriguing, or useful information and trivia</li> </ul>

**Program Standards: Grade 10  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark D	Benchmark E	Benchmark F	Benchmark G
<b>1.1 The student develops concept and design.</b>	<b>The student develops a topic, theme, or central metaphor with carefully chosen and focused detail and content.</b>	<b>The student controls emphasis, sequencing, focus, and transitions in a variety of genres such as poetry, technical, or narrative.</b>	<b>The student writes coherent paragraphs.</b>	<b>The student develops analysis, synthesis, persuasion, and exposition logically; he/she demonstrates advanced logic.</b>
	<ul style="list-style-type: none"> <li>• Develops a thesis, controlling idea, or central metaphor</li> <li>• Uses a variety of methods to develop main idea (e.g., comparing/contrasting, argumentation, narration, description, research)</li> </ul>	<ul style="list-style-type: none"> <li>• Controls emphasis, sequencing, focus, and transitions in a variety of genres</li> </ul>	<ul style="list-style-type: none"> <li>• Writes coherent paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses logic to develop analysis, synthesis, persuasion, and exposition</li> </ul>

**Program Standards: Grade 10  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student uses style appropriate to the audience and purpose.</b>	<b>The student recognizes voice; he/she strengthens and modifies own voice as appropriate.</b>	<b>The student chooses words to convey intended message in a precise, interesting, and natural way.</b>	<b>The student uses specialized vocabulary relevant to a specific content area.</b>
	<ul style="list-style-type: none"> <li>• Strengthens and modifies own voice as appropriate</li> <li>• Includes more than one voice or form to enhance or present a piece of writing (e.g., a letter within a fictional story)</li> <li>• Develops a plot that includes conflict, rising action, climax, and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses language that is precise, engaging, and well-suited to the topic and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Uses specialized vocabulary appropriate to specific content areas</li> <li>• Uses formal, persuasive, colloquial, legal, scientific, and technical language in appropriate contexts</li> </ul>
	Benchmark D	Benchmark E	Benchmark F
	<b>The student uses figurative language and sound patterns effectively.</b>	<b>The student considers connotation and denotation when choosing words.</b>	<b>The student varies the complexity of sentence structure and cadence for effect.</b>
	<ul style="list-style-type: none"> <li>• Uses figurative language and sound patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Considers connotation and denotation when choosing words</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of sentence structures and cadences for effect</li> </ul>

**Program Standards: Grade 10  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark A
<b>1.3 The student applies writing conventions.</b>	<b>The student uses standard writing conventions in final draft to enhance meaning and clarity: grammar/usage, capitalization, punctuation, spelling.</b>
	<ul style="list-style-type: none"> <li>• Adheres to the accepted conventions of writing</li> <li>• Uses capitalization correctly (e.g., for historical periods and events, religious terms, scientific terms)</li> <li>• Uses a variety of strategies to determine correct spelling (e.g., uses a dictionary and other resources)</li> <li>• Demonstrates correct use of punctuation (e.g., uses commas with nonrestrictive clauses and contrasting expressions, uses hyphens for compound adjectives)</li> </ul>

**Program Standards: Grade 10  
Writing**

**EALR #1: The student writes clearly and effectively.**

Component	Benchmark B	Benchmark C
<b>1.3 The student applies writing conventions.</b>	<b>The student uses paragraphing and stanza division to reinforce text's organizational structure.</b>	<b>The student writes legibly.</b>
	<ul style="list-style-type: none"> <li>• Uses paragraphing and stanza division to reinforce text's organizational structure</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly</li> </ul>

## Program Standards: Grade 10 Writing

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B
<b>2.1 The student writes for different audiences.</b>	<b>The student identifies, analyzes, describes, and meets the needs of his/her chosen audience.</b>	<b>The student shows a sense of how a particular audience may interpret a text.</b>
	<ul style="list-style-type: none"> <li>• Meets the needs of chosen audience</li> <li>• Focuses writing for a variety of audiences (e.g., includes explanations and definitions according to audience's knowledge of the topic, adjusts formality of style, considers interests of potential readers)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands how a particular audience may interpret text</li> <li>• Demonstrates sense of when to conceal or overtly present bias or opinion for a particular audience</li> </ul>
Component	Benchmark A	
<b>2.2 The student writes for different purposes.</b>	<b>The student writes for a broad range of purposes including: to reflect upon own experiences, to experiment with language, to make inferences or draw conclusions, to present an analytical response to literature, to apply for jobs, to communicate research findings, to convey technical information.</b>	
	<ul style="list-style-type: none"> <li>• Writes for a broad range of purposes (e.g., to reflect on an experience, to draw conclusions, to write research papers, to explore social and political issues, in response to what is read)</li> </ul>	

## Program Standards: Grade 10 Writing

**EALR #2: The student writes in a variety of forms for different audiences and purposes.**

Component	Benchmark A	Benchmark B	
2.3 The student writes in a variety of forms.	<p><b>The student writes in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.).</b></p>	<p><b>The student interweaves elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose.</b></p>	
	<ul style="list-style-type: none"> <li>• Writes in a variety of literary forms: narratives, personal letters, memoirs, essays, novelettes, and narrative verse</li> <li>• Writes in a variety of text forms in content area writing: debates, reports and reviews, lab reports, career applications and curriculum vitae, grant proposals, scientific reports, and technical reports</li> </ul>	<ul style="list-style-type: none"> <li>• Integrates elements of writing as needed according to audience and purpose (e.g., exposition, argumentation, narration, figurative, and rhythmic language, description, research)</li> <li>• Develops literary elements appropriate to genre (e.g., recurring motif, flashback, foreshadowing)</li> <li>• Uses headings, charts, diagrams, graphs, and examples as appropriate to different audiences and purposes</li> </ul>	
Component	Benchmark A	Benchmark B	Benchmark C
2.4 The student writes for career applications.	<p><b>The student identifies particular writing skills required for occupational/career areas of interest.</b></p>	<p><b>The student produces technical and nontechnical documents for career audiences such as a homepage, research report, or blueprint.</b></p>	<p><b>The student understands the importance of using reference style consistently when writing reports or technical documents.</b></p>
	<ul style="list-style-type: none"> <li>• Identifies particular writing skills required for occupational/career areas of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Produces technical and nontechnical documents for career audiences (e.g., homepage, research report, blueprint)</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the importance of using reference style consistently when writing reports or technical documents</li> <li>• Demonstrates ability to credit information used within texts (endnotes, footnotes)</li> <li>• Demonstrates ability to cross-reference, and prepare a bibliography and index</li> </ul>

**Program Standards: Grade 10  
Writing**

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>3.1 The student prewrites.</b>	<b>The student generates ideas and plans writing independently such as extensive planning, and defining and choosing an appropriate mode of expression.</b>	<b>The student uses available tools and technology such as a simple word processor consistently through the writing process.</b>	<b>The student analyzes and synthesizes information from a variety of sources such as interviews, multimedia, books, and periodicals.</b>
	<ul style="list-style-type: none"> <li>• Selects appropriate planning and prewriting activities</li> <li>• Uses prewriting stage to determine purpose, analyze audience, formulate theme, frame presentation of key ideas, and organize materials</li> </ul>	<ul style="list-style-type: none"> <li>• Uses available tools and technologies to enhance writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes, synthesizes, and organizes information from a variety of sources (e.g., interviews, multimedia, books, periodicals, Internet)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C
<b>3.2 The student drafts.</b>	<b>The student formulates and constructs ideas independently.</b>	<b>The student coordinates a number of ideas and points of view.</b>	<b>The student presents argumentation effectively by using clarity, coherency, and precision; he/she drafts text that uses logical flow of ideas and relationships.</b>
	<ul style="list-style-type: none"> <li>• Formulates and constructs ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates a number of ideas and points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Presents arguments clearly, coherently, and precisely</li> <li>• Drafts text that reflects flow of ideas and relationships</li> </ul>

## Program Standards: Grade 10 Writing

**EALR #3: The student understands and uses the steps of the writing process.**

Component	Benchmark A		Benchmark B		
<b>3.3 The student revises.</b>	<b>The student confers with others to improve text; he/she incorporates suggestions from others.</b>		<b>The student investigates additional information sources to improve text; he/she uses language to enrich text and enhance style.</b>		
	<ul style="list-style-type: none"> <li>• Revises text by using self-, teacher, and peer evaluation</li> </ul>		<ul style="list-style-type: none"> <li>• Uses a variety of strategies to revise text (e.g., checks accuracy and depth of information, uses a checklist to guide proofreading, critiques and improves style)</li> <li>• Revises to add variety, emphasis, coherence, and detail to confirm structure, style, and organization</li> </ul>		
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	
<b>3.4 The student edits.</b>	<b>The student adapts new reference technologies to further the purpose of writing.</b>		<b>The student demonstrates self-correction.</b>		
	<ul style="list-style-type: none"> <li>• Uses new reference technologies to edit text (e.g., spell check, grammar check)</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates ability to edit own text</li> </ul>		
<b>3.4 The student edits.</b>		<b>The student changes text order to improve argument, flow of information, and logic.</b>		<b>The student corrects mechanics and grammar.</b>	
<b>3.4 The student edits.</b>		<ul style="list-style-type: none"> <li>• Changes text order to improve argument, flow of information, and logic</li> </ul>		<ul style="list-style-type: none"> <li>• Corrects mechanics and grammar errors</li> </ul>	
Component	Benchmark A		Benchmark B		Benchmark C
<b>3.5 The student publishes.</b>	<b>The student identifies viable markets and forums for specific pieces of writing.</b>		<b>The student produces a legible, professional-looking final product.</b>		<b>The student uses a variety of technological resources to produce a final product.</b>
	<ul style="list-style-type: none"> <li>• Regularly publishes writing</li> </ul>		<ul style="list-style-type: none"> <li>• Produces a legible, professional-looking final product</li> </ul>		<ul style="list-style-type: none"> <li>• Uses a variety of technological resources to produce a final product</li> </ul>

**Program Standards: Grade 10  
Writing**

**EALR #4: The student analyzes and evaluates the effectiveness of written work.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>4.1 The student assesses own strengths and needs for improvement.</b>	<b>The student articulates own and established criteria to improve writing; he/she defends choices to deviate from established criteria.</b>	<b>The student assesses own strengths and developmental needs as a writer.</b>	<b>The student demonstrates knowledge of the qualities that make a piece of writing effective.</b>
	<ul style="list-style-type: none"> <li>• Articulates own and established criteria to evaluate writing</li> <li>• Defends choices to deviate from established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses own strengths and weaknesses as a writer (e.g., accumulates a body of written work to monitor progress, makes suggestions to improve writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the qualities that make a piece of writing effective</li> </ul>
Component	Benchmark A	Benchmark B	
<b>4.2 The student seeks and offers feedback.</b>	<b>The student seeks, evaluates, accepts, and applies feedback; he/she holds on to one's own vision.</b>	<b>The student independently offers specific feedback on others' writing with regard to: concept and design, style, conventions.</b>	
	<ul style="list-style-type: none"> <li>• Seeks, evaluates, accepts, and applies feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Offers feedback on others' writing (e.g., concept and design, style, conventions)</li> </ul>	

**Program Standards: Grade 7  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B
<b>1.1 The student focuses attention.</b>	<b>The student gives evidence of paying attention such as nodding, maintaining eye contact, taking notes, and asking relevant questions.</b>	<b>The student pays attention and responds appropriately in particular contexts such as social interactions and receiving information.</b>
	<ul style="list-style-type: none"> <li>• Demonstrates attending behaviors (e.g., nods, maintains eye contact, asks relevant questions) and explains the impact of using attending skills</li> <li>• Keeps track of main points and examples by note taking or mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Suspends judgment while listening to another's point of view</li> <li>• Follows directions given orally</li> <li>• Responds appropriately in particular contexts (e.g., social interactions, receiving information)</li> </ul>

**Program Standards: Grade 7  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student identifies the relationship between verbal and nonverbal communication.</b>	<b>The student identifies visual information and/or people's behaviors such as in a math activity or an ethnographic study.</b>	<b>The student interprets and discusses relationships among ideas, information, and events in visual texts such as illustrations, art, dance, graphs, and diagrams.</b>
	<ul style="list-style-type: none"> <li>• Identifies the relationship between verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies visual information and/or people's behaviors (e.g., during a math activity, group work)</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets and discusses relationships among ideas, information, and events in visual texts (e.g., illustrations, art, dance, graphs, diagrams)</li> </ul>

**Program Standards: Grade 7  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

<b>Component</b>	<b>Benchmark D</b>	<b>Benchmark E</b>
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student listens for, identifies, and explains: important as well as extraneous details; relationships in stories, poems, etc.; pitch, intensity, and intonation.</b>	<b>The student demonstrates listening strategies for gaining information.</b>
	<ul style="list-style-type: none"> <li>• Listens for, identifies, and explains important as well as extraneous details; relationships in stories, poems, etc; and pitch, intensity, and intonation</li> <li>• Identifies the speaker's purpose (e.g., to inform, entertain, persuade, explain)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates listening strategies to gain information (e.g., note taking, listening guide, self-questioning)</li> <li>• Determines one's purpose for listening</li> </ul>

**Program Standards: Grade 7  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>1.3 The student checks for understanding by asking questions and paraphrasing.</b>	<b>The student asks questions to clarify content and meaning in a variety of contexts and situations.</b>	<b>The student paraphrases conversations and information.</b>	<b>The student asks questions to verify judgments and inferences.</b>	<b>The student constructs hypotheses.</b>
	<ul style="list-style-type: none"> <li>• Asks questions to clarify content and meaning in a variety of situations and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases information presented orally</li> <li>• Summarizes the speaker's main points after a talk</li> </ul>	<ul style="list-style-type: none"> <li>• Asks questions to verify judgments and inferences</li> <li>• Verifies conclusions made from inferences</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs hypotheses</li> </ul>

## Program Standards: Grade 7 Communication

### EALR #2: The student communicates ideas clearly and effectively.

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.1 The student communicates clearly to a range of audiences for different purposes.</b>	<b>The student communicates with an expanding range of audiences such as community members and voice-mail.</b>	<b>The student determines needs of an audience and makes limited adjustments in content and technique.</b>	<b>The student communicates for a range of purposes, for example, to inform, explain, persuade, or entertain.</b>	<b>The student communicates using different forms of oral presentation such as reports or drama.</b>
	<ul style="list-style-type: none"> <li>• Prepares and delivers clear, accurate, and thorough information for specific audiences in both formal and informal settings</li> <li>• Communicates with an expanding range of audiences (e.g., community members, voice-mail)</li> </ul>	<ul style="list-style-type: none"> <li>• Determines needs of audience and makes limited adjustments in content and technique</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates for a range of purposes (e.g., to inform, explain, persuade, entertain)</li> <li>• Clearly expresses own ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates using different forms of oral presentations (e.g., reports, storytelling, creative dramatics, directions)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.2 The student develops content and ideas.</b>	<b>The student chooses content appropriate to own purposes and interests and needs of an audience.</b>	<b>The student selects and documents relevant material from a variety of sources.</b>	<b>The student organizes information with a clear sequencing of ideas and transitions.</b>	<b>The student develops a rational argument.</b>
	<ul style="list-style-type: none"> <li>• Chooses content appropriate to own purposes and audience interest and needs</li> </ul>	<ul style="list-style-type: none"> <li>• Selects relevant and valid material from a variety of sources</li> <li>• Documents sources</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes relevant information with a clear sequencing of ideas and transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a rational and defensible argument</li> </ul>

**Program Standards: Grade 7  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>2.3 The student uses effective delivery.</b>	<b>The student speaks at a volume and pace appropriate to the situation.</b>	<b>The student projects his/her voice well.</b>	<b>The student appeals to the interests of the audience.</b>	<b>The student uses good posture and eye contact.</b>	<b>The student uses facial expression and body language to heighten and emphasize message.</b>
	<ul style="list-style-type: none"> <li>• Speaks at a volume and pace appropriate to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Projects voice well</li> <li>• Speaks articulately</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses topics appropriate to situation and audience</li> <li>• Considers audience interests and responds to its needs</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains eye contact</li> <li>• Demonstrates poise appropriate to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses facial expression and body language to enhance and emphasize presentation</li> </ul>

**Program Standards: Grade 7  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.4 The student uses effective language and style.</b>	<b>The student speaks using standard grammar.</b>	<b>The student uses complex sentences.</b>	<b>The student uses a range of vocabulary related to a particular topic.</b>	<b>The student uses language well suited to the chosen audience.</b>
	<ul style="list-style-type: none"> <li>• Speaks using basic elements of the English language</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of language patterns and sentence structures such as phrases, clauses, and interjections, as well as regular patterns in speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a range of vocabulary related to a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language suited to the chosen audience and purpose (e.g., figurative language, dialect)</li> </ul>
Component	Benchmark A		Benchmark B	
<b>2.5 The student effectively uses action, sound, and/or images to support presentations.</b>	<b>The student uses a variety of media to illustrate and support ideas.</b>		<b>The student uses available technology as a presentation tool.</b>	
	<ul style="list-style-type: none"> <li>• Uses a variety of media to enhance, illustrate and support ideas (e.g., props, note cards, visuals, sound effects)</li> </ul>		<ul style="list-style-type: none"> <li>• Uses available technology as a presentation tool (e.g., power point, overhead, computer, video, audio, laser disk, slides)</li> </ul>	

## Program Standards: Grade 7 Communication

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>3.1 The student uses language to interact effectively and responsibly with others.</b>	<b>The student uses language to interact with others, for example, to greet people, compliment, give encouragement, or express feelings.</b>	<b>The student responds to different types of speech and audiences.</b>	<b>The student uses language that is free from stereotyping, bias, libel, slander, or harassment.</b>	<b>The student identifies cultural assumptions and perspectives.</b>
	<ul style="list-style-type: none"> <li>• Uses language to interact with others (e.g., to greet people, compliment, encourage, express feelings)</li> <li>• Asks relevant questions to draw others into a conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Varies responses appropriately to types of speech and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is free from stereotyping, bias, libel, slander, or harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies cultural assumptions and perspectives</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	
<b>3.2 The student works cooperatively as a member of a group.</b>	<b>The student assumes roles or tasks within a group to perform a task.</b>	<b>The student contributes to group with suggestions, research, and effort.</b>	<b>The student demonstrates respect for others' opinions by allowing time for responses.</b>	
	<ul style="list-style-type: none"> <li>• Assumes roles within a group to perform a task</li> </ul>	<ul style="list-style-type: none"> <li>• Limits remarks to purpose of discussion</li> <li>• Demonstrates focus in achieving group task by contributing ideas, suggestions, research, and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates respect for others' opinions (e.g., allows time for response, asks questions to draw others into conversations, expresses self respectfully)</li> <li>• Asks relevant questions to draw others into a conversation</li> </ul>	

**Program Standards: Grade 7  
Communication**

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>3.3 The student seeks agreement and solutions through discussion.</b>	<b>The student acknowledges others' ideas and points of view; he/she identifies similarities and differences.</b>	<b>The student checks for understanding in group interactions.</b>	<b>The student contributes responsibly to group efforts.</b>	<b>The student chooses a position and develops a plan of action.</b>	<b>The student defines challenges and encourages others to action.</b>
	<ul style="list-style-type: none"> <li>• Acknowledges others' ideas and points of view</li> <li>• Identifies similarities and differences among points of view and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Observes, questions, and checks for understanding in group interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes responsibly to group efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses a position and develops a plan of action</li> </ul>	<ul style="list-style-type: none"> <li>• Defines challenges and encourages others to take action</li> </ul>

**Program Standards: Grade 7  
Communication**

**EALR #4: The student uses, analyzes, and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>4.1 The student assesses own strengths and needs for improvement.</b>	<b>The student establishes and applies criteria for evaluating one's own and others' presentations.</b>	<b>The student knows the qualities that make a presentation effective.</b>	<b>The student evaluates excellent presentations to improve own work.</b>
	<ul style="list-style-type: none"> <li>• Analyzes own and others' presentations for content and delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the qualities that make a presentation effective</li> </ul>	<ul style="list-style-type: none"> <li>• Uses features of an excellent presentation to improve own communication</li> </ul>
<b>4.2 The student seeks and offers feedback.</b>	<b>With guidance, the student offers feedback on others' presentations with regard to content and organization.</b>	<b>The student accepts feedback when appropriate and revises own presentation.</b>	
	<ul style="list-style-type: none"> <li>• Offers constructive feedback on others' presentations regarding content and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts feedback when appropriate and revises own presentation</li> </ul>	

**Program Standards: Grade 7  
Communication**

**EALR #4: The student uses, analyzes, and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>4.3 The student analyzes mass communication.</b>	<b>The student identifies and evaluates techniques used in mass communication such as name calling, celebrity appeal, and identification with the audience.</b>	<b>The student identifies and explains the uses and impact of fact, opinion, bias, etc. in mass communication.</b>	<b>The student identifies the accuracy, point of view, and assumptions of media.</b>
	<ul style="list-style-type: none"> <li>• Identifies and evaluates techniques used in mass communication (e.g., persuasive messages, name calling, celebrity appeal, identification with the audience)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and explains techniques used in mass communication to influence an audience (e.g., fact, opinion, bias, emotional appeal)</li> <li>• Recognizes how culture and values affect the connotation of words in mass communication</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies point of view, accuracy, assumption, tone, and use of persuasive devices of mass media (e.g., analyzes advertisements, propaganda, commercials)</li> </ul>
<b>4.4 The student analyzes how communication is used in career settings.</b>	<b>The student identifies different communication techniques used in a variety of career settings such as to persuade, inform, or instruct.</b>		
	<ul style="list-style-type: none"> <li>• Identifies different communication techniques used in a variety of career settings (e.g., to persuade, inform, or instruct)</li> </ul>		

**Program Standards: Grade 8  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B
<b>1.1 The student focuses attention.</b>	<b>The student uses attention level appropriate for particular circumstances and contexts.</b>	<b>The student analyzes and reflects on ideas while paying attention and listening in a variety of situations.</b>
	<ul style="list-style-type: none"> <li>• Demonstrates attending behaviors and explains the impact of using attending skills (e.g., eye contact, body language)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes active listening skills in a variety of situations (e.g., focuses attention, determines why he/she is listening, gets the information, paraphrases, asks questions)</li> <li>• Suspends judgment while listening to another point of view</li> </ul>

**Program Standards: Grade 8  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student interprets and draws inferences from verbal and nonverbal communication.</b>	<b>The student draws inferences based on visual information and/or people's behaviors.</b>	<b>The student explores different perspectives on complex issues through viewing a range of visual texts.</b>
	<ul style="list-style-type: none"> <li>• Interprets and draws inferences from verbal and nonverbal communication (e.g., body language, voice inflection)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences based on visual information (e.g., flipcharts, graphs, diagrams, demonstrations, models)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores different perspectives on complex issues through viewing a range of visual texts (e.g., films, advertisements, art, television)</li> </ul>

**Program Standards: Grade 8  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark D	Benchmark E
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student listens for, identifies, and explains: information vs. persuasion; inferences; emotive rhetoric vs. reasoned arguments.</b>	<b>The student uses a variety of effective listening strategies.</b>
	<ul style="list-style-type: none"> <li>• Recognizes a speaker's strategy and organization (enumeration, generalization plus example, time, cause and effect, or comparison and contrast)</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps track of main points and examples by note taking or mapping</li> <li>• Demonstrates attending behaviors and explains the impact of using attending skills</li> </ul>

**Program Standards: Grade 8  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
1.3 The student checks for understanding by asking questions and paraphrasing.	The student asks questions to interpret and evaluate oral and visual contexts based on information from a variety of sources.	The student paraphrases to expand and refine understanding.	The student makes judgments and inferences.	The student asks questions to refine and verify hypotheses.
	<ul style="list-style-type: none"> <li>• Asks questions to clarify content in a variety of situations and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates skills in summarizing and paraphrasing information</li> </ul>	<ul style="list-style-type: none"> <li>• Draws logical conclusions from a talk</li> </ul>	<ul style="list-style-type: none"> <li>• Asks pertinent questions to verify and refine hypotheses</li> </ul>

## Program Standards: Grade 8 Communication

### EALR #2: The student communicates ideas clearly and effectively.

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.1 The student communicates clearly to a range of audiences for different purposes.</b>	<b>The student communicates effectively with different audiences.</b>	<b>The student makes well-chosen and varied connections between own purposes and audience interests and needs.</b>	<b>The student communicates for a broad range of purposes: for example, to reflect, make inferences, interview, and influence.</b>	<b>The student identifies and uses different forms of oral presentation.</b>
	<ul style="list-style-type: none"> <li>• Communicates with an expanding range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Has consideration for the audience and responds to its needs</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates for a variety of purposes (e.g., to entertain, to persuade, to explain, to inform)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different forms of oral presentation (e.g., question and answer, reports)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.2 The student develops content and ideas.</b>	<b>The student uses a variety of content to convey messages to a chosen audience.</b>	<b>The student accesses and uses a variety of primary and secondary sources.</b>	<b>The student creates a comprehensive and organized presentation with a clear sequencing of ideas and transitions.</b>	<b>The student makes a well-reasoned, insightful presentation supported by related details.</b>
	<ul style="list-style-type: none"> <li>• Demonstrates ability to vary content to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses and uses a variety of secondary sources (e.g., encyclopedias, almanacs)</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes gathered material: uses introduction, body, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses an appropriate vehicle for delivering a final product such as oral presentation, written report, guided discussion</li> </ul>

**Program Standards: Grade 8  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>2.3 The student uses effective delivery.</b>	<b>The student varies tone, pitch, and pace of speech to create effect and aid communication.</b>	<b>The student projects voice well.</b>	<b>The student uses logic, arguments, or appeals to persuade others.</b>	<b>The student uses good posture and eye contact.</b>	<b>The student skillfully uses facial expression, body movement, and gestures to convey tone and mood appropriate to the audience and message.</b>
	<ul style="list-style-type: none"> <li>• Uses effective vocal qualities: volume, rate, articulation, inflection, pitch level, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Projects voice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses logic, arguments, or appeals to persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Uses good posture and eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate facial expression, body movement, and gestures to convey tone and mood</li> </ul>

**Program Standards: Grade 8  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.4 The student uses effective language and style.</b>	<b>The student speaks using standard grammar.</b>	<b>The student uses a variety of sentence structures.</b>	<b>The student uses language that is interesting and well suited to the topic and audience.</b>	<b>The student develops effective voice for the audience and purpose.</b>
	<ul style="list-style-type: none"> <li>• Speaks using standard grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Develops skill in the use of a variety of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is well-defined and at the appropriate level</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a confident, authoritative, and engaging voice</li> </ul>
Component	Benchmark A		Benchmark B	
<b>2.5 The student effectively uses action, sound, and/or images to support presentations.</b>	<b>The student communicates messages through oral, artistic, graphic, and/or multimedia presentation.</b>		<b>The student demonstrates sophisticated use of available technology to present ideas and concepts.</b>	
	<ul style="list-style-type: none"> <li>• Uses effective visual and sound aids to support presentations</li> </ul>		<ul style="list-style-type: none"> <li>• Uses available technology to present specific ideas and concepts</li> </ul>	

**Program Standards: Grade 8  
Communication**

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>	<b>Benchmark D</b>
<b>3.1 The student uses language to interact effectively and responsibly with others.</b>	<b>The student uses language to influence others, for example, to persuade, convince, correct, or disagree.</b>	<b>The student uses appropriate humor, slang, idioms, and conversational styles with both peers and adults.</b>	<b>The student uses language that is accurate and equitable.</b>	<b>The student shows awareness of cultural premises, assumptions, and world views in order to communicate cross-culturally.</b>
	<ul style="list-style-type: none"> <li>• Uses language to influence others (e.g., in group work)</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts conversational language to a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates importance of conventions, norms, fairness, and objectivity in speaking with others</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in a variety of cultural activities to gain awareness of cultural premises, assumptions, and world views</li> </ul>
<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>	
<b>3.2 The student works cooperatively as a member of a group.</b>	<b>The student participates in a group to write, work toward consensus, propose solutions, or achieve results.</b>	<b>The student makes individual contributions to the group and extends the contributions of others.</b>	<b>The student encourages group members to offer ideas and points of view.</b>	
	<ul style="list-style-type: none"> <li>• Is able to work constructively and stay focused on topic and/or group goal</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Asks relevant questions to draw others into a conversation</li> </ul>	

**Program Standards: Grade 8  
Communication**

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>3.3 The student seeks agreement and solutions through discussion.</b>	<b>The student respects that a solution may require honoring other points of view.</b>	<b>The student analyzes group interaction to anticipate consequences.</b>	<b>The student accepts accountability for group results.</b>	<b>The student advocates, implements, and evaluates a plan.</b>	<b>The student influences by encouraging and supporting others to act independently.</b>
	<ul style="list-style-type: none"> <li>• Expresses him/herself respectfully when ideas conflict with others'</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes strengths and weaknesses of group interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts importance of each member contributing to the group's results</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and uses a variety of plans (e.g., group plan, study plan, project plan, training)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages everyone in the group to make a solid contribution (e.g., modeling group work, assigning tasks)</li> </ul>

**Program Standards: Grade 8  
Communication**

**EALR #4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
4.1 The student assesses strengths and need for improvement.	<b>The student defends choices to deviate from established criteria.</b>	<b>The student uses one's own and established criteria to improve presentations.</b>	<b>The student assesses own strengths and weaknesses as a presenter.</b>
	<ul style="list-style-type: none"> <li>• Articulates reasons for observing or deviating from established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Uses established criteria to improve presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes others' presentations for content and delivery</li> </ul>
Component	Benchmark A	Benchmark B	
4.2 The student seeks and offers feedback.	<b>The student independently offers specific feedback on others' presentations with regard to content, design, delivery skills, word choice, and conventions.</b>	<b>The student seeks, evaluates, accepts, and applies feedback.</b>	
	<ul style="list-style-type: none"> <li>• Analyzes others' presentations for content and delivery; offers tactful verbal and nonverbal responses to them</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of importance of seeking feedback from others</li> </ul>	

**Program Standards: Grade 8  
Communication**

**EALR #4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>4.3 The student analyzes mass communication.</b>	<b>The student identifies and evaluates complex techniques used in mass communication such as generalization, appeal to popularity, and appeal to emotions.</b>	<b>The student analyzes and explains the effectiveness of methods used in mass communication.</b>	<b>The student analyzes and interprets the influence of media sources.</b>
	<ul style="list-style-type: none"> <li>• Knows a variety of techniques and appeals used in mass media communication</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses effectiveness of methods used in mass communication</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and interprets the influence of media sources (e.g., advertisers, expert witnesses, opinion polls)</li> </ul>
<b>4.4 The student analyzes how communication is used in career settings.</b>	<b>The student determines effective communication techniques for an occupational/career field of interest.</b>		
	<ul style="list-style-type: none"> <li>• Demonstrates awareness of different effective communication techniques used in a variety of career settings</li> </ul>		

**Program Standards: Grade 9  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B
<b>1.1 The student focuses attention.</b>	<b>The student uses attention level appropriate for particular circumstances and contexts.</b>	<b>The student analyzes and reflects on ideas while paying attention and listening in a variety of situations.</b>
	<ul style="list-style-type: none"> <li>• Demonstrates attending behaviors and explains the impact of using attending skills (e.g., eye contact, body language)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes active listening skills in a variety of situations (e.g., focuses attention, determines why he/she is listening, gets the information, paraphrases, asks questions)</li> <li>• Suspends judgment while listening to another point of view</li> </ul>

**Program Standards: Grade 9  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student interprets and draws inferences from verbal and nonverbal communication.</b>	<b>The student draws inferences based on visual information and/or people's behaviors.</b>	<b>The student explores different perspectives on complex issues through viewing a range of visual texts.</b>
	<ul style="list-style-type: none"> <li>• Interprets and draws inferences from verbal and nonverbal communication (e.g., body language, voice inflection)</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences based on visual information (e.g., flipcharts, graphs, diagrams, demonstrations, models)</li> </ul>	<ul style="list-style-type: none"> <li>• Explores different perspectives on complex issues through viewing a range of visual texts (e.g., films, advertisements, art, television)</li> </ul>

## Program Standards: Grade 9 Communication

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark D	Benchmark E
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student listens for, identifies, and explains: information vs. persuasion; inferences; emotive rhetoric vs. reasoned arguments.</b>	<b>The student uses a variety of effective listening strategies.</b>
	<ul style="list-style-type: none"> <li>• Distinguishes between relevant and irrelevant material</li> <li>• Distinguishes fact from opinion in a speaker's conclusion on a given topic</li> </ul>	<ul style="list-style-type: none"> <li>• Monitors and adjusts own listening in accord with speaker's presentation</li> </ul>

**Program Standards: Grade 9  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>	<b>Benchmark D</b>
<b>1.3 The student checks for understanding by asking questions and paraphrasing.</b>	<b>The student asks questions to interpret and evaluate oral and visual contexts based on information from a variety of sources.</b>	<b>The student paraphrases to expand and refine understanding.</b>	<b>The student makes judgments and inferences.</b>	<b>The student asks questions to refine and verify hypotheses.</b>
	<ul style="list-style-type: none"> <li>• Asks questions to clarify content in a variety of situations and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizes and paraphrases information presented orally</li> </ul>	<ul style="list-style-type: none"> <li>• Draws logical conclusions from a talk</li> <li>• Evaluates the speaker's competence in subject matter based on a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Asks pertinent questions to verify and refine hypotheses</li> </ul>

## Program Standards: Grade 9 Communication

### EALR #2: The student communicates ideas clearly and effectively.

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.1 The student communicates clearly to a range of audiences for different purposes.</b>	<b>The student communicates effectively with different audiences.</b>	<b>The student makes well-chosen and varied connections between own purposes and audience interests and needs.</b>	<b>The student communicates for a broad range of purposes: for example, to reflect, make inferences, interview, and influence.</b>	<b>The student identifies and uses different forms of oral presentation.</b>
	<ul style="list-style-type: none"> <li>• Communicates with an expanding range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts message and delivery for particular audiences and for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates for a variety of purposes (e.g., interviews, persuasion, influence, social issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different forms of oral presentation (e.g., impromptu, extemporaneous, prepared speech, question and answer, debate)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.2 The student develops content and ideas.</b>	<b>The student uses a variety of content to convey messages to a chosen audience.</b>	<b>The student accesses and uses a variety of primary and secondary sources.</b>	<b>The student creates a comprehensive and organized presentation with a clear sequencing of ideas and transitions.</b>	<b>The student makes a well-reasoned, insightful presentation supported by related details.</b>
	<ul style="list-style-type: none"> <li>• Chooses content appropriate to given situations and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses and uses a variety of primary and secondary sources (e.g., research reports, first person narratives, newspaper articles)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences ideas clearly and uses effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>• Chooses an appropriate vehicle for delivering a final product such as oral presentation, written report, or guided discussion</li> </ul>

**Program Standards: Grade 9  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>2.3 The student uses effective delivery.</b>	<b>The student varies tone, pitch, and pace of speech to create effect and aid communication.</b>	<b>The student projects voice well.</b>	<b>The student uses logic, arguments, or appeals to persuade others.</b>	<b>The student uses good posture and eye contact.</b>	<b>The student skillfully uses facial expression, body movement, and gestures to convey tone and mood appropriate to the audience and message.</b>
	<ul style="list-style-type: none"> <li>• Uses effective vocal qualities: volume, rate, articulation, inflection, pitch level, and intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Projects voice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses logic, arguments, or appeals to persuade others</li> </ul>	<ul style="list-style-type: none"> <li>• Uses good posture and eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate facial expression, body movement, and gestures to convey tone and mood</li> </ul>

**Program Standards: Grade 9  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

<b>Component</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>	<b>Benchmark D</b>
<b>2.4 The student uses effective language and style.</b>	<b>The student speaks using standard grammar.</b>	<b>The student uses a variety of sentence structures.</b>	<b>The student uses language that is interesting and well suited to the topic and audience.</b>	<b>The student develops effective voice for the audience and purpose.</b>
	<ul style="list-style-type: none"> <li>• Speaks using standard grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of sentence structures to affect the meaning and quality of a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is stylistically interesting</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a confident, authoritative, and engaging voice</li> </ul>
<b>Component</b>	<b>Benchmark A</b>		<b>Benchmark B</b>	
<b>2.5 The student effectively uses action, sound, and/or images to support presentations.</b>	<b>The student communicates messages through oral, artistic, graphic, and/or multimedia presentation.</b>		<b>The student demonstrates sophisticated use of available technology to present ideas and concepts.</b>	
	<ul style="list-style-type: none"> <li>• Develops communication strategies to support presentations (e.g., visual, audio, multimedia)</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrates sophisticated use of available technology in presentations</li> </ul>	

## Program Standards: Grade 9 Communication

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>3.1 The student uses language to interact effectively and responsibly with others.</b>	<b>The student uses language to influence others, for example, to persuade, convince, correct, or disagree.</b>	<b>The student uses appropriate humor, slang, idioms, and conversational styles with both peers and adults.</b>	<b>The student uses language that is accurate and equitable.</b>	<b>The student shows awareness of cultural premises, assumptions, and world views in order to communicate cross-culturally.</b>
	<ul style="list-style-type: none"> <li>• Uses language to influence others (e.g., individual, papers, critiques, reviews)</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts conversational language to a variety of audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates importance of conventions, norms, fairness, and objectivity in speaking with others</li> </ul>	<ul style="list-style-type: none"> <li>• Draws on a variety of cultural resources for oral and written communication</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	
<b>3.2 The student works cooperatively as a member of a group.</b>	<b>The student participates in a group to write, work toward consensus, propose solutions, or achieve results.</b>	<b>The student makes individual contributions to the group and extends the contributions of others.</b>	<b>The student encourages group members to offer ideas and points of view.</b>	
	<ul style="list-style-type: none"> <li>• Engages in a variety of roles as a member of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Moves discussion forward by use of generalizing, summarizing, and clarifying techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages group members to offer ideas and points of view</li> </ul>	

**Program Standards: Grade 9  
Communication**

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>3.3 The student seeks agreement and solutions through discussion.</b>	<b>The student respects that a solution may require honoring other points of view.</b>	<b>The student analyzes group interaction to anticipate consequences.</b>	<b>The student accepts accountability for group results.</b>	<b>The student advocates, implements, and evaluates a plan.</b>	<b>The student influences by encouraging and supporting others to act independently.</b>
	<ul style="list-style-type: none"> <li>• Understands value of a variety of viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts group interaction to achieve desired results</li> </ul>	<ul style="list-style-type: none"> <li>• Participates intently and meaningfully in a group session</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates and refines plans</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages everyone in the group to make a solid contribution (e.g., modeling group work, assigning tasks)</li> </ul>

**Program Standards: Grade 9  
Communication**

**EALR #4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
4.1 The student assesses strengths and need for improvement.	The student defends choices to deviate from established criteria.	The student uses one's own and established criteria to improve presentations.	The student assesses own strengths and weaknesses as a presenter.
	<ul style="list-style-type: none"> <li>• Responds positively to criticisms of chosen deviations from established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Uses established and own criteria to improve presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Critiques own presentations for rhetorical quality and effectiveness</li> </ul>
Component	Benchmark A	Benchmark B	
4.2 The student seeks and offers feedback.	The student independently offers specific feedback on others' presentations with regard to content, design, delivery skills, word choice, and conventions.	The student seeks, evaluates, accepts, and applies feedback.	
	<ul style="list-style-type: none"> <li>• Critiques others' presentations for rhetorical quality and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks, evaluates, and accepts feedback</li> </ul>	

**Program Standards: Grade 9  
Communication**

**EALR #4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>4.3 The student analyzes mass communication.</b>	<b>The student identifies and evaluates complex techniques used in mass communication such as generalization, appeal to popularity, and appeal to emotions.</b>	<b>The student analyzes and explains the effectiveness of methods used in mass communication.</b>	<b>The student analyzes and interprets the influence of media sources.</b>
	<ul style="list-style-type: none"> <li>• Identifies speaker bias, emotional appeals, and propaganda devices in a specific communication</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and explains what determines the effectiveness of a particular method used in mass communication</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and interprets the influence of media sources (e.g., advertisers, expert witnesses, opinion polls)</li> </ul>
<b>4.4 The student analyzes how communication is used in career settings.</b>	<b>The student determines effective communication techniques for an occupational/career field of interest.</b>		
	<ul style="list-style-type: none"> <li>• Selects appropriate communication techniques in a given career setting</li> </ul>		

**Program Standards: Grade 10  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B
<b>1.1 The student focuses attention.</b>	<b>The student uses attention level appropriate for particular circumstances and contexts.</b>	<b>The student analyzes and reflects on ideas while paying attention and listening in a variety of situations.</b>
	<ul style="list-style-type: none"> <li>• Uses the appropriate level of physical attending behaviors (e.g., eye contact, body language)</li> <li>• Continually monitors and adjusts own listening in a variety of authentic listening situations</li> <li>• Utilizes active listening skills in a variety of contexts (e.g., focuses attention, determines why he/she is listening, gets the information, paraphrases, asks questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and reflects on ideas while paying attention and listening in a variety of situations</li> </ul>

**Program Standards: Grade 10  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student interprets and draws inferences from verbal and nonverbal communication.</b>	<b>The student draws inferences based on visual information and/or people's behaviors.</b>	<b>The student explores different perspectives on complex issues through viewing a range of visual texts.</b>
	<ul style="list-style-type: none"> <li>• Interprets and draws inferences from verbal and nonverbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Draws inferences based on visual information and/or people's behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Explores different perspectives on complex issues through viewing a range of visual texts (e.g., films, media, advertisements, art, television)</li> </ul>

**Program Standards: Grade 10  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark D	Benchmark E
<b>1.2 The student listens and observes to gain and interpret information.</b>	<b>The student listens for, identifies, and explains: information vs. persuasion, inferences, emotive rhetoric vs. reasoned arguments.</b>	<b>The student uses a variety of effective listening strategies.</b>
	<ul style="list-style-type: none"> <li>• Listens for and identifies different components of a speech (e.g., main ideas, details, facts, opinions, information, persuasion, meaning, inferences, emotive rhetoric vs. reasoned arguments)</li> </ul>	<ul style="list-style-type: none"> <li>• Continually monitors and adjusts own listening in a variety of authentic listening situations</li> <li>• Understands and can detect ineffective and effective listening habits in self and others</li> </ul>

**Program Standards: Grade 10  
Communication**

**EALR #1: The student uses listening and observation skills to gain understanding.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>1.3 The student checks for understanding by asking questions and paraphrasing.</b>	<b>The student asks questions to interpret and evaluate oral and visual contexts based on information from a variety of sources.</b>	<b>The student paraphrases to expand and refine understanding.</b>	<b>The student makes judgments and inferences.</b>	<b>The student asks questions to refine and verify hypotheses.</b>
	<ul style="list-style-type: none"> <li>• Asks questions to clarify content in a variety of situations and contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates paraphrasing skills in conversation and in informative and persuasive presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Makes judgments and inferences based on what is seen and heard</li> </ul>	<ul style="list-style-type: none"> <li>• Asks pertinent questions to verify and refine hypotheses</li> </ul>

## Program Standards: Grade 10 Communication

### EALR #2: The student communicates ideas clearly and effectively.

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
2.1 The student communicates clearly to a range of audiences for different purposes.	The student communicates effectively with different audiences.	The student makes well-chosen and varied connections between his/her purposes and audience interests and needs.	The student communicates for a broad range of purposes, for example, to reflect, make inferences, interview, and influence.	The student identifies and uses different forms of oral presentation.
	<ul style="list-style-type: none"> <li>• Has a purpose for speaking</li> <li>• Speaks cogently on social and political issues</li> <li>• Expresses ideas responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Adjusts message and delivery for particular audiences and for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates for a variety of purposes (e.g., to explore, to clarify, to influence, to address social and political issues, to interview)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses different forms of oral presentation (e.g., impromptu, outline, manuscript)</li> </ul>
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
2.2 The student develops content and ideas.	The student uses a variety of content to convey messages to a chosen audience.	The student accesses and uses a variety of primary and secondary sources.	The student creates a comprehensive and organized presentation with a clear sequencing of ideas and transitions.	The student makes a well reasoned, insightful presentation supported by related details.
	<ul style="list-style-type: none"> <li>• Uses a variety of content to convey messages to a chosen audience (e.g., activities, age-appropriate vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Accesses and uses a variety of primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a plan for oral presentations (e.g., audience analysis, appropriateness of topics, organization)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes a well reasoned, insightful presentation supported by related details</li> </ul>

**Program Standards: Grade 10  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
2.3 The student uses effective delivery.	The student varies tone, pitch, and pace of speech to create effect and aid communication.	The student projects his/her voice well.	The student uses logic, arguments, or appeals to persuade others.	The student uses good posture and eye contact.	The student skillfully uses facial expression, body movement, and gestures to convey tone and mood appropriate to the audience and message.
	<ul style="list-style-type: none"> <li>• Varies tone, pitch, and pace of speech to create effect and aid communication</li> </ul>	<ul style="list-style-type: none"> <li>• Projects voice</li> </ul>	<ul style="list-style-type: none"> <li>• States and defends a position through the use of logic, arguments, or appeals</li> </ul>	<ul style="list-style-type: none"> <li>• Uses good posture and eye contact</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate facial expression, body movement, and gestures to convey tone and mood</li> </ul>

**Program Standards: Grade 10  
Communication**

**EALR #2: The student communicates ideas clearly and effectively.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>2.4 The student uses effective language and style.</b>	<b>The student speaks using standard grammar.</b>	<b>The student uses a variety of sentence structures.</b>	<b>The student uses language that is interesting and well suited to the topic and audience.</b>	<b>The student develops effective voice for the audience and purpose.</b>
	<ul style="list-style-type: none"> <li>• Speaks using standard grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a variety of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary and rhetorical devices to create desired effects suited to topic and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Uses effective voice for different audiences and purposes</li> </ul>
Component	Benchmark A		Benchmark B	
<b>2.5 The student effectively uses action, sound, and/or images to support presentations.</b>	<b>The student communicates messages through oral, artistic, graphic, and/or multimedia presentations.</b>		<b>The student demonstrates sophisticated use of available technology to present ideas and concepts.</b>	
	<ul style="list-style-type: none"> <li>• Makes effective oral presentations using a variety of communication strategies and aids (e.g., visual, audio, multimedia)</li> </ul>		<ul style="list-style-type: none"> <li>• Uses available technology to present ideas and concepts</li> </ul>	

## Program Standards: Grade 10 Communication

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D
<b>3.1 The student uses language to interact effectively and responsibly with others.</b>	<b>The student uses language to influence others, for example, to persuade, convince, correct, or disagree.</b>	<b>The student uses appropriate humor, slang, idioms, and conversational styles with both peers and adults.</b>	<b>The student uses language that is accurate and equitable.</b>	<b>The student shows awareness of cultural premises, assumptions, and world views in order to effectively communicate cross-culturally.</b>
	<ul style="list-style-type: none"> <li>• Uses language to influence others (e.g., to persuade, convince, correct, or disagree)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate humor, slang, idioms, and conversational styles with both peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is accurate and equitable</li> <li>• Recognizes the legal and ethical consequences of oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Understands cultural premises, assumptions, and world views in order to communicate cross-culturally</li> </ul>

## Program Standards: Grade 10 Communication

**EALR #3: The student uses communication strategies and skills to work effectively with others.**

Component	Benchmark A	Benchmark B	Benchmark C		
<b>3.2 The student works cooperatively as a member of a group.</b>	<b>The student participates in a group to write, work toward consensus, propose solutions, or achieve results.</b>	<b>The student makes individual contributions to the group and extends the contributions of others.</b>	<b>The student encourages group members to offer ideas and points of view.</b>		
	<ul style="list-style-type: none"> <li>• Participates in a group to write, work toward consensus, propose solutions, or achieve results</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes ideas, suggestions, and efforts to extend the learning of the group</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages group members to offer ideas and points of view</li> </ul>		
Component	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E
<b>3.3 The student seeks agreement and solutions through discussion.</b>	<b>The student respects that a solution may require honoring other points of view.</b>	<b>The student analyzes group interaction to anticipate consequences.</b>	<b>The student accepts accountability for group results.</b>	<b>The student advocates, implements, and evaluates a plan.</b>	<b>The student influences by encouraging and supporting others to act independently.</b>
	<ul style="list-style-type: none"> <li>• Respects other points of view</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes group interaction to anticipate consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts accountability for group results</li> </ul>	<ul style="list-style-type: none"> <li>• Advocates, implements, and evaluates a plan</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages others to act independently</li> </ul>

**Program Standards: Grade 10  
Communication**

**EALR #4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
<b>4.1 The student assesses own strengths and needs for improvement.</b>	<b>The student defends choices to deviate from established criteria.</b>	<b>The student uses one's own and established criteria to improve presentations.</b>	<b>The student assesses own strengths and weaknesses as a presenter.</b>
	<ul style="list-style-type: none"> <li>• Defends choices to deviate from established criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and applies criteria for evaluating one's own and others' presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses own and peers' strengths and weaknesses as presenter(s)</li> </ul>
Component	Benchmark A	Benchmark B	
<b>4.2 The student seeks and offers feedback.</b>	<b>The student independently offers specific feedback on others' presentations with regard to content, design, delivery skills, word choice, and conventions.</b>	<b>The student seeks, evaluates, accepts, and applies feedback.</b>	
	<ul style="list-style-type: none"> <li>• Evaluates the effectiveness of own and peers' presentation process (e.g., use of design, word choice, content, delivery skills, conventions)</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks, evaluates, accepts, and applies feedback</li> </ul>	

**Program Standards: Grade 10  
Communication**

**EALR #4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

Component	Benchmark A	Benchmark B	Benchmark C
4.3 The student analyzes mass communication.	The student identifies and evaluates complex techniques used in mass communications such as generalization, appeal to popularity, and appeal to emotion.	The student analyzes and explains the effectiveness of methods used in mass communication.	The student analyzes and interprets the influence of media sources.
	<ul style="list-style-type: none"> <li>• Detects biases, prejudices, generalizations, and inferences in a speaker's message (e.g., in mass media programs, in commercials, celebrity appeal, emotional appeal)</li> <li>• Detects persuasive techniques and analyzes claims</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and explains the effectiveness of methods used in mass communication (e.g., viewer identification, celebrity appeal, use of statistics, surveys, images, repetition)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes and interprets the influence of media sources</li> </ul>
Component	Benchmark A		
4.4 The student analyzes how communication is used in career settings.	The student determines effective communication techniques for an occupational/career field of interest.		
	<ul style="list-style-type: none"> <li>• Determines effective communication techniques for an occupational/career field of interest</li> </ul>		

## **Washington State Essential Academic Learning Requirements For Language**

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