

Content Area: Language Arts
Grade/Course: K / ACCN: No ACCN

Strand	Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	
Topic	Concepts of Print
Benchmark LA.K.1.1	Recognize that spoken words correspond to printed words, how letters and words are oriented on the page, and that words are read from left-to-right across the page
Topic	Phonemic Awareness
Benchmark LA.K.1.2	Compare sounds in similar and unlike words
Topic	Phonemic Awareness
Benchmark LA.K.1.3	Produce basic rhymes in orally presented words
Topic	Phonemic Awareness
Benchmark LA.K.1.4	Orally segment and blend simple syllables
Topic	Alphabetic Understanding
Benchmark LA.K.1.5	Recognize all letters by sight and recall the basic sound attributed to each letter
Topic	Alphabetic Understanding
Benchmark LA.K.1.6	Identify basic high-frequency words
Topic	Alphabetic Understanding
Benchmark LA.K.1.7	Decode one-syllable words

Topic	Vocabulary and Concept Development
Benchmark LA.K.1.8	Uses words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations.

Topic	Vocabulary and Concept Development
Benchmark LA.K.1.9	Use new grade-appropriate vocabulary learned through stories and instruction

Strand	Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts	

Topic	Understanding Text Structures
Benchmark LA.K.2.1	Use pictures and titles to make predictions about a text

Topic	Constructing Meaning
Benchmark LA.K.2.2	Retell information from familiar oral or printed text

Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	

Topic	Interpretive Stance
Benchmark LA.K.3.1	Retell familiar stories, using beginning, middle, and ending

Topic	Literary Elements
Benchmark LA.K.3.2	Identify characters and setting in a story read aloud

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	

Topic	Range of Writing
Benchmark LA.K.4.1	Write for a variety of purposes related to daily class activities and own life

Topic	Range of Writing
Benchmark LA.K.4.2	Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words

Topic	Spelling and Hand Writing
Benchmark LA.K.4.3	Write upper-and lower-case letters independently, attending to form and spatial alignment

Topic	Spelling and Hand Writing
Benchmark LA.K.4.4	Use phonetic spelling to write new words

Topic	Spelling and Hand Writing
Benchmark LA.K.4.5	Use correct spelling for own name, commonly used high-frequency words, and words in environmental print

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic	Meaning
Benchmark LA.K.5.1	Add detail to drawings and other products with simple descriptive words

Topic	Design
Benchmark LA.K.5.2	Use spacing and appropriate sizes of letters, words, titles, and pictures to show a rudimentary sense of form

Strand	Oral Communication
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Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public_ for a variety of purposes

Topic	Discussion and Presentation
Benchmark LA.K.6.1	Express ideas through simple activities (e.g., creative movement, choral speaking, show and tell, rhymes, poems and songs)

Topic	Discussion and Presentation
Benchmark LA.K.6.2	Use basic social conventions in greetings, in introductions, and in conversations

Topic	Discussion and Presentation
Benchmark LA.K.6.3	Ask and respond appropriately to basic questions

Topic	Critical Listening
Benchmark LA.K.6.4	Follow simple oral directions, instructions, and explanations

Topic	Delivery
Benchmark LA.K.6.5	Use appropriate volume when speaking in various situations

Topic	Delivery
Benchmark LA.K.6.6	Use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)

Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	

Topic	Meaning
Benchmark LA.K.7.1	Use personal experiences as a topic when speaking

Topic	Design
Benchmark LA.K.7.2	Present events in chronological order

Topic	Clarity
Benchmark LA.K.7.3	Use appropriate words when speaking

Content Area: Language Arts
Grade/Course: 1 / ACCN: No ACCN

Strand	Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	
Topic	Concepts of Print
Benchmark LA.1.1.1	Recognize the differences between letters, words, and sentences
Topic	Concepts of Print
Benchmark LA.1.1.2	Recognize that specific sequences of letters represent spoken words
Topic	Concepts of Print
Benchmark LA.1.1.3	Recognize that capitalization and punctuation are used to distinguish sentences in print materials
Topic	Phonemic Awareness
Benchmark LA.1.1.4	Segment and blend onset-rimes
Topic	Phonemic Awareness
Benchmark LA.1.1.5	Segment and blend individual phonemes
Topic	Phonemic Awareness
Benchmark LA.1.1.6	Orally substitute and manipulate phonemes
Topic	Alphabetic Understanding
Benchmark LA.1.1.7	Decode words with consonant blends and words with letter combinations

Topic	Alphabetic Understanding
Benchmark LA.1.1.8	Use common word parts to decode new words
Topic	Alphabetic Understanding
Benchmark LA.1.1.9	Use meaning-based word recognition strategies to read words
Topic	Alphabetic Understanding
Benchmark LA.1.1.10	Produce common letter combinations
Topic	Vocabulary and Concept Development
Benchmark LA.1.1.11	Recognize grade-appropriate categories of words
Topic	Vocabulary and Concept Development
Benchmark LA.1.1.12	Use new grade-appropriate vocabulary introduced in stories and informational texts
Topic	Vocabulary and Concept Development
Benchmark LA.1.1.13	Use previous experiences to understand words in texts
Topic	Fluency
Benchmark LA.1.1.14	Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation
Topic	Locating Sources/ Gathering Information
Benchmark LA.1.1.15	Recognize the specific information offered by different parts of a book
Strand	Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts	

Topic	Understanding Text Structures
Benchmark LA.1.2.1	Explain how a title page, illustrations, and key words can convey information

Topic	Constructing Meaning
Benchmark LA.1.2.2	Make and confirm predictions about what will happen next or what will be learned from a text by previewing key words and illustrations

Topic	Constructing Meaning
Benchmark LA.1.2.3	Use previous experiences to understand topics and concepts in texts

Topic	Constructing Meaning
Benchmark LA.1.2.4	Restate important information or ideas from a variety of texts

Topic	Constructing Meaning
Benchmark LA.1.2.5	Ask and answer who, what, when, why, where, and how questions about what is read

Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	

Topic	Literary Elements
Benchmark LA.1.3.1	Identify the basic story elements of character and setting

Topic	Personal Connection
Benchmark LA.1.3.2	Relate personal experiences to what was read

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	

Topic	Range Of Writing
Benchmark LA.1.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • descriptions about familiar people, places, events, or experiences • non-fiction formats that explain or give basic informatin about familiar topics • reflections on learning
Topic	Sentence Structure and Grammar
Benchmark LA.1.4.2	Write complete sentences
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.1.4.3	Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.1.4.4	Use letter-sound knowledge and segmenting strategies to spell unfamiliar words
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.1.4.5	Edit writing to correct capitalization: <ul style="list-style-type: none"> • The pronoun / and proper names
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.1.4.6	Edit writing to correct use of the following punctuation: <ul style="list-style-type: none"> • periods as end marks
Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	
Topic	Meaning
Benchmark LA.1.5.1	Focus on a single topic in a piece of writing

Topic	Meaning
Benchmark LA.1.5.2	Add simple descriptions and details to develop a topic

Topic	Design
Benchmark LA.1.5.3	Add titles and sequence ideas to organize writing

Topic	Clarity
Benchmark LA.1.5.4	Use descriptive words when writing about people, places, things, or events

Strand	Oral Communication
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	

Topic	Discussion and Presentation
Benchmark LA.1.6.1	Express ideas through drama activities (e.g., sharing, role playing, puppetry, mime, choral reading)

Topic	Discussion and Presentation
Benchmark LA.1.6.2	Use appropriate social conventions (e.g., waiting one's turn, raising a hand, apologizing) in various large and small group situations

Topic	Discussion and Presentation
Benchmark LA.1.6.3	Give and follow one- to three-step oral directions

Topic	Critical Listening
Benchmark LA.1.6.4	Ask questions for clarification

Topic	Critical Listening
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Benchmark LA.1.6.5	Use basic listening skills to focus attention on speaker and respond to a message
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Topic	Delivery
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Benchmark LA.1.6.6	Adjust volume and intonation (e.g., falling for statements, rising for questions) as appropriate to content and purpose
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Strand	Oral Communication
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Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Topic	Meaning
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Benchmark LA.1.7.1	Use personal examples and explanations to make ideas clearer in various speaking situations
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Topic	Design
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Benchmark LA.1.7.2	Present ideas in a logical order or sequence that is easy to follow
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Topic	Clarity
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Benchmark LA.1.7.3	Use clear and appropriate vocabulary when speaking
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Topic	Clarity
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Benchmark LA.1.7.4	Use complete sentences when speaking
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Content Area: Language Arts
Grade/Course: 2 / ACCN: No ACCN

Strand	Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	
Topic	Alphabetic Understanding
Benchmark LA.2.1.1	Use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading
Topic	Alphabetic Understanding
Benchmark LA.2.1.2	Use structural clues to read compound words, contractions, possessives, and inflectional endings
Topic	Alphabetic Understanding
Benchmark LA.2.1.3	Apply syllabication and knowledge of word structure to recognize two- and three-syllable words
Topic	Vocabulary and Concept Development
Benchmark LA.2.1.4	Identify grade-appropriate high-frequency words
Topic	Vocabulary and Concept Development
Benchmark LA.2.1.5	Use new grade-appropriate vocabulary introduced in stories and informational texts
Topic	Vocabulary and Concept Development
Benchmark LA.2.1.6	Identify relationships among common synonyms and antonyms
Topic	Fluency
Benchmark LA.2.1.7	Read aloud a grade-appropriate text with fluency and expression

Topic	Locating Sources/ Gathering Information
Benchmark LA.2.1.8	Locate information in a variety of grade-appropriate resources
Strand	Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts	

Topic	Understanding Text Structures
Benchmark LA.2.2.1	Use title, table of contents, and chapter headings to locate information in informational texts

Topic	Constructing Meaning
Benchmark LA.2.2.2	Make, confirm, and modify predictions about a text

Topic	Constructing Meaning
Benchmark LA.2.2.3	Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts

Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	

Topic	Interpretive Stance
Benchmark LA.2.3.1	Identify author's message or underlying theme in fiction

Topic	Literary Elements
Benchmark LA.2.3.2	Identify the story elements of character, plot, and setting

Topic	Literary Elements
Benchmark LA.2.3.3	Identify basic characteristics of familiar genres (e.g., stories, poems, textbook)

Topic	Personal Connection
Benchmark LA.2.3.4	State a personal opinion about a fictional selection
Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	
Topic	Range of Writing
Benchmark LA.2.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • brief narratives with logical sequencing and some detail • simple explanations of an event or circumstance
Topic	Sentence Structure and Grammar
Benchmark LA.2.4.2	Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> • correct word order when constructing complete sentences • declarative, interrogative, and exclamatory sentences • plural forms of regular nouns • adjectives
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.2.4.3	Spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.2.4.4	Edit writing to correct capitalization: <ul style="list-style-type: none"> • proper nouns • words at the beginning of sentences • days of the week • months of the year

Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.2.4.5	Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> • apostrophes in common contractions, including <i>don't</i>, <i>isn't</i>, and <i>can't</i> • question marks and exclamation points

Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.2.4.6	Print legibly and space letters, words, and sentences appropriately

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic	Meaning
Benchmark LA.2.5.1	Choose and maintain a focus in a single piece of writing

Topic	Design
Benchmark LA.2.5.2	Add details from personal experience to elaborate upon and amplify ideas

Topic	Design
Benchmark LA.2.5.3	Use a beginning, middle, and ending in a piece of writing

Topic	Clarity
Benchmark LA.2.5.4	Use specific nouns and adjectives to describe people, places, things, or events

Topic	Clarity
Benchmark LA.2.5.5	Add or replace phrases and parts of sentences to make meaning clearer or more logical

Strand	Oral Communication
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	

Topic	Discussion and Presentation
Benchmark LA.2.6.1	Use oral language to obtain information, complete a task, and share ideas with others

Topic	Discussion and Presentation
Benchmark LA.2.6.2	Give an oral presentation to share information with peers

Topic	Discussion and Presentation
Benchmark LA.2.6.3	Express ideas through drama activities (e.g., role playing, skits, puppetry, choral reading, story telling)

Topic	Discussion and Presentation
Benchmark LA.2.6.4	Use appropriate social conventions in various large and small group situations

Topic	Critical Listening
Benchmark LA.2.6.5	Give feedback to a speaker to promote mutual understanding

Topic	Delivery
Benchmark LA.2.6.6	Adjust pacing, volume, and intonation appropriate to content and purpose

Topic	Delivery
Benchmark LA.2.6.7	Use simple gestures and eye contact to complement and enhance verbal messages

Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	

Topic	Meaning
Benchmark LA.2.7.1	Add details and information to support ideas when speaking

Topic	Design
Benchmark LA.2.7.2	Organize ideas in a simple organization pattern or logical sequence so listeners can understand them

Topic	Clarity
Benchmark LA.2.7.3	Use clear and specific vocabulary to convey the intended message

Content Area: Language Arts
Grade/Course: 3 / ACCN: No ACCN

Strand	Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	
Topic	Alphabetic Understanding
Benchmark LA.3.1.1	Use knowledge of sounds and letters to decode regular multi-syllabic words
Topic	Alphabetic Understanding
Benchmark LA.3.1.2	Use common word parts and structures to read new words
Topic	Vocabulary and Concept Development
Benchmark LA.3.1.3	Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories, informational texts, word study, and reading
Topic	Vocabulary and Concept Development
Benchmark LA.3.1.4	Use hierarchies (e.g., specific to concrete, formal and informal) and categories (e.g., parts of speech, comparative and superlative forms, words with multiple meanings) to read increasingly complex words
Topic	Fluency
Benchmark LA.3.1.5	Read grade-appropriate narrative and informational text aloud with fluency and accuracy
Topic	Locating Sources/ Gathering Information
Benchmark LA.3.1.6	Locate information in a variety of grade-appropriate sources
Strand	Reading

Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts

Topic Understanding Text Structures

Benchmark LA.3.2.1 Describe how the organizational structures of informational and literary texts reflect their different purposes

Topic Constructing Meaning

Benchmark LA.3.2.2 Confirm or revise predictions after locating evidence in the text

Topic Constructing Meaning

Benchmark LA.3.2.3 Identify the main idea or problem and solution in a text

Strand Reading

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical

Topic Interpretive Stance

Benchmark LA.3.3.1 Explain main ideas or events that develop the author's message or underlying theme

Topic Interpretive Stance

Benchmark LA.3.3.2 Compare characters, settings, and plots of two or more stories

Topic Literary Elements

Benchmark LA.3.3.3 Explain the difference between figurative and literal language

Topic Personal Connection

Benchmark LA.3.3.4 State and support a personal opinion about a text

Strand Writing

Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms

Topic	Range of Writing
Benchmark LA.3.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none">• stories with a beginning, middle, and end and poems with sensory details• short reports on content area topics• pieces related to completing tasks• friendly letters• responses to literature• pieces to reflect on learning and to solve problems
Topic	Sentence Structure and Grammar
Benchmark LA.3.4.2	Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none">• imperative sentences• past, present, and future verb tenses• subject-verb agreement with single-word subject• plural forms of irregular nouns• adverbs
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.3.4.3	Spell grade-appropriate high-frequency words; irregular plurals; common homophones; and words that have blends, contractions, and orthographic patterns
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.3.4.4	Edit writing to correct use of following punctuation: <ul style="list-style-type: none">• commas in letters, dates, addresses, and items in a simple series• apostrophes in contractions and singular possessives• quotation marks and commas or end marks in direct quotations and dialogue
Topic	Punctuation, Capitalization, Spelling, and Handwriting

Benchmark LA.3.4.5	Edit writing to correct capitalization: <ul style="list-style-type: none">• geographical names• special events• titles and initials of people
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Topic	Punctuation, Capitalization, Spelling, and Handwriting
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Benchmark LA.3.4.6	Write legibly, adhering to margins and correct spacing between letters in a word and words in a sentence
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Topic	Citing Sources
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Benchmark LA.3.4.7	Differentiate between own information and information from other sources
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Strand	Writing
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Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose

Topic	Meaning
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Benchmark LA.3.5.1	Add details, descriptions, and information from different sources to elaborate meaning
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Topic	Design
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Benchmark LA.3.5.2	Organize information by introducing it, elaborating on it, and drawing a conclusion about it
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Topic	Design
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Benchmark LA.3.5.3	Group related ideas into paragraphs
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Topic	Clarity
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Benchmark LA.3.5.4	Use specific verbs and adverbs to describe people, places, things, or events
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Topic	Clarity
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Benchmark LA.3.5.5	Write with increased sentence variety by using compound subjects, questions, or dialogue
Strand	Oral Communication
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	
Topic	Discussion and Presentation
Benchmark LA.3.6.1	Use oral language to obtain information, complete a task, and share ideas and personal opinions with others
Topic	Discussion and Presentation
Benchmark LA.3.6.2	Give a planned speech to share information with peers
Topic	Critical Listening
Benchmark LA.3.6.3	Give verbal and nonverbal feedback to a speaker to promote mutual understanding
Topic	Critical Listening
Benchmark LA.3.6.4	Clarify spoken messages by restating, questioning, or elaborating
Topic	Delivery
Benchmark LA.3.6.5	Vary expression, level, pacing, and intonation according to content and purpose
Topic	Delivery
Benchmark LA.3.6.6	Use simple gestures, eye contact, and other nonverbal language to complement and enhance verbal messages
Topic	Delivery
Benchmark LA.3.6.7	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate

	audience, purpose, and situation
Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	
Topic	Meaning
Benchmark LA.3.7.1	Add concrete details and specific facts to support and develop ideas when speaking
Topic	Design
Benchmark LA.3.7.2	Group similar ideas around major points when speaking

**Content Area: Language Arts
Grade/Course: 4 / ACCN: No ACCN**

Strand		Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes		
Topic	Vocabulary and Concept Development	
Benchmark LA.4.1.1	Use new grade-appropriate vocabulary, including homophones and homographs, learned through reading and word study, including root words, affixes, and word origins	
Topic	Locating Sources/ Gathering Information	
Benchmark LA.4.1.2	Use print and online resources to clarify meaning and usage	
Strand		Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts		
Topic	Understanding Text Structures	
Benchmark LA.4.2.1	Describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in texts	
Topic	Understanding Text Structures	
Benchmark LA.4.2.2	Use organizational patterns (e.g., sequential, cause and effect) to access and understand information	
Topic	Understanding Text Structures	
Benchmark LA.4.2.3	Describe and use text structures common to many texts (e.g., index, glossary, bibliography)	
Topic	Constructing Meaning	

Benchmark LA.4.2.4	Distinguish fact from opinion and cause from effect when reading informational texts
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Topic	Constructing Meaning
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Benchmark LA.4.2.5	Summarize main points found in informational texts
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Strand	Reading
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Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical

Topic	Interpretive Stance
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Benchmark LA.4.3.1	Explain the problem or conflict in a story and how it is resolved
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Topic	Interpretive Stance
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Benchmark LA.4.3.2	Explain how a theme is used across various genres and texts
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Topic	Critical Stance
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Benchmark LA.4.3.3	Explain how the author's choice of language and use of literary elements contribute to the author's purpose and the effectiveness of the text
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Topic	Literary Elements
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Benchmark LA.4.3.4	Describe the comparisons made by similes and metaphors
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Topic	Personal Connection
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Benchmark LA.4.3.5	Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life
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Strand	Writing
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Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms
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Topic	Range of Writing
Benchmark LA.4.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives that follow a plot and describe a setting and characters • poems that provide insight into why the topic is memorable • responses to literature • reports that focus on a central question and incorporate summaries from research • accounts based on personal experience that have a clear focus and supporting details • pieces to reflect on learning and to solve problems
Topic	Sentence Structure and Grammar
Benchmark LA.4.4.2	Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> • compound sentences • dialogue • forms of common irregular nouns and verbs • subject-verb agreement with compound subjects • plural possessives • transitional words
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.4.4.3	Spell grade-appropriate words that have a variety of spelling patterns
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.4.4.4	Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> • commas in a series of multi-word items, in compound sentences, and after introductory phrases • apostrophes in contractions with pronouns • underlining/italics or quotation marks, as appropriate, to indicate titles
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.4.4.5	Edit writing to correct capitalization: <ul style="list-style-type: none"> • first and important words in a title

	<ul style="list-style-type: none"> • historical periods • special events
Topic	Punctuation, Capitalization, Spelling, and Handwriting
Benchmark LA.4.4.6	Write legibly and fluently in print or cursive
Topic	Citing Sources
Benchmark LA.4.4.7	Write a simple bibliography entry for a book and website (e.g., author, title, publisher, copyright)
Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	
Topic	Meaning
Benchmark LA.4.5.1	Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience
Topic	Design
Benchmark LA.4.5.2	Use paragraphs and transitions to organize related information and move the reader from one idea to the next
Topic	Clarity
Benchmark LA.4.5.3	Use figurative language to emphasize meaning
Topic	Clarity
Benchmark LA.4.5.4	Use a variety of simple and compound sentence structures for fluency and to support meaning
Topic	Voice
Benchmark LA.4.5.5	Convey enthusiasm for the topic

Strand	Oral Communication
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	
Topic	Discussion and Presentation
Benchmark LA.4.6.1	Participate in grade-appropriate oral group activities
Topic	Discussion and Presentation
Benchmark LA.4.6.2	Give short, informal presentations to inform or persuade
Topic	Critical Listening
Benchmark LA.4.6.3	Use visual structures and summarize key ideas when listening to oral messages in order to improve comprehension
Topic	Critical Listening
Benchmark LA.4.6.4	Distinguish between supporting facts and opinions in oral messages
Topic	Delivery
Benchmark LA.4.6.5	Vary expression, pacing, pitch, and intonation according to content and purpose
Topic	Delivery
Benchmark LA.4.6.6	Use gestures, facial expressions, and consistent eye contact to engage listeners and enhance the spoken word
Topic	Delivery
Benchmark LA.4.6.7	Monitor feedback from listeners to check for understanding

Topic	Delivery
Benchmark LA.4.6.8	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation

Topic	Media Comprehension and Interpretation
Benchmark LA.4.6.9	Identify techniques used to convey messages in visual media

Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	

Topic	Meaning
Benchmark LA.4.7.1	Use prior knowledge, input from others, and text resources to develop ideas for speaking

Topic	Meaning
Benchmark LA.4.7.2	Add details to support meaning

Topic	Design
Benchmark LA.4.7.3	Organize a speech to emphasize important points and relate them to one another

Topic	Clarity
Benchmark LA.4.7.4	Select words and phrases that clarify the message when speaking

**Content Area: Language Arts
Grade/Course: 5 / ACCN: No ACCN**

Strand	Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes	

Topic	Vocabulary and Concept Development
Benchmark LA.5.1.1	Use new grade-appropriate vocabulary learned through reading print and online resources and word study, including meanings of roots, affixes, word origins

Topic	Locating Sources/ Gathering Information
Benchmark LA.5.1.2	Use a variety of grade-appropriate print and online resources to research a topic

Strand	Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts	

Topic	Understanding Text Structures
Benchmark LA.5.2.1	Use organizational patterns (e.g., compare and contrast, proposition and support) to access information

Topic	Constructing Meaning
Benchmark LA.5.2.2	Make inferences and draw conclusions about grade-appropriate texts

Topic	Constructing Meaning
Benchmark LA.5.2.3	Distinguish between explicit and implied information

Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	

Topic	Interpretive Stance
Benchmark LA.5.3.1	Cite specific information or ideas in the text that support and develop the author's message or theme
Topic	Interpretive Stance
Benchmark LA.5.3.2	Explain the relationship between plot events and how they build to the resolution of the selection's primary conflict
Topic	Interpretive
Benchmark LA.5.3.3	Explain how characters evolve over the course of a work
Topic	Critical Stance
Benchmark LA.5.3.4	Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text
Topic	Critical Stance
Benchmark LA.5.3.5	Describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment
Topic	Literary Elements
Benchmark LA.5.3.6	Identify the meaning of common idioms (e.g., <i>from the frying pan into the fire</i> , <i>cat got your tongue</i> , <i>raining cats and dogs</i>) found in a text
Topic	Personal Connection
Benchmark LA.5.3.7	Describe similarities and differences between characters and themes in literary texts and personal or real world experiences
Strand	Writing

Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms

Topic	Range of Writing
Benchmark LA.5.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none">• narratives that include plot, setting, characters, and a conflict• poems that use figurative language to convey a theme or impression• reports incorporating a framing question and including research from two or more sources• responses to literature• pieces related to completing tasks• notes summarizing what they have read or heard• pieces to reflect on learning and to solve problems
Topic	Sentence Structure and Grammar
Benchmark LA.5.4.2	Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none">• complex sentences• introductory phrases and subordinate clauses• noun-pronoun agreement with intervening words or phrases• appositives• relative clauses
Topic	Sentence Structure and Grammar
Benchmark LA.5.4.3	Recognize and correct run-on sentences and fragments
Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.5.4.4	Use a variety of strategies and resources to spell grade-appropriate words
Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.5.4.5	Edit writing to correct use of following punctuation: <ul style="list-style-type: none">• parentheses

	<ul style="list-style-type: none"> • commas with relative clauses • commas with appositives, if needed
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Topic	Citing Sources
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Benchmark LA.5.4.6	Write bibliographical entries for periodicals
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Strand	Writing
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Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	
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Topic	Meaning
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Benchmark LA.5.5.1	Use information from appropriate sources: self, peers, and a variety of grade-appropriate sources
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Topic	Meaning
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Benchmark LA.5.5.2	Use significant details and relevant information to develop meaning
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Topic	Design
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Benchmark LA.5.5.3	Organize writing to exclude extraneous details and inconsistencies
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Topic	Design
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Benchmark LA.5.5.4	Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness
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Topic	Clarity
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Benchmark LA.5.5.5	Use clear and precise vocabulary to support meaning
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Topic	Clarity
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Benchmark LA.5.5.6	Improve clarity by combining sentences, varying sentences, or rearranging text
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Topic	Voice
Benchmark LA.5.5.7	Adjust voice to suit the purpose and form of writing (e.g., funny story, report, serious poem)
Strand	Oral Communication
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	
Topic	Discussion and Presentation
Benchmark LA.5.6.1	Use speaking and listening skills to fill a prescribed role in group activities
Topic	Discussion and Presentation
Benchmark LA.5.6.2	Give informal presentations or reports to inform
Topic	Critical Listening
Benchmark LA.5.6.3	Recall oral messages by noting key ideas and relating them to the speaker's purpose
Topic	Critical Listening
Benchmark LA.5.6.4	Form an opinion or draw a conclusion about key points in oral messages
Topic	Delivery
Benchmark LA.5.6.5	Vary pitch and stress to emphasize intended meaning
Topic	Delivery
Benchmark LA.5.6.6	Use gestures, facial expressions, and eye contact to enhance the spoken word
Topic	Delivery
Benchmark LA.5.6.7	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation

Topic	Media Comprehension and Interpretation
Benchmark LA.5.6.8	Describe how advertising techniques are used in various media
Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	

Topic	Meaning
Benchmark LA.5.7.1	Combine ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas

Topic	Design
Benchmark LA.5.7.2	Include an introduction, transitions, and a conclusion to organize speaking

Topic	Clarity
Benchmark LA.5.7.3	Select words and construct sentences to clarify message when speaking

**Content Area: Language Arts
Grade/Course: 6 / ACCN: No ACCN**

Strand		Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes		
Topic	Vocabulary and Concept Development	
Benchmark LA.6.1.1	Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts	
Topic	Locating Sources/ Gathering Information	
Benchmark LA.6.1.2	Use grade-appropriate online and print sources to research a topic	
Strand		Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts		
Topic	Understanding Text Structures	
Benchmark LA.6.2.1	Compare structures of texts and apply those that are most appropriate for a given purpose	
Topic	Constructing Meaning	
Benchmark LA.6.2.2	Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts	
Topic	Constructing Meaning	
Benchmark LA.6.2.3	Draw and support conclusions about information or ideas in a text	
Topic	Constructing Meaning	
Benchmark LA.6.2.4	Identify evidence used to support an argument	

Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	

Topic	Interpretive Stance
Benchmark LA.6.3.1	Analyze plot, setting, characterization, or conflict to interpret theme in a literary text

Topic	Critical Stance
Benchmark LA.6.3.2	Explain how an author's background is reflected in literature, including the use of language

Topic	Literary Elements
Benchmark LA.6.3.3	Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)

Topic	Literary Elements
Benchmark LA.6.3.4	Explain how personification and hyperbole enhance the meaning of the text

Topic	Personal Connection
Benchmark LA.6.3.5	Explain how the author's description of setting and characters and his/her development of plot connect to self

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	

Topic	Range of Writing
Benchmark LA.6.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives that establish a point of view and experiment with a range of devices (i.e., dialogue, suspense, flashback) • poems that experiment with poetic devices (figurative language, graphic elements) to convey a

	<p>theme or impression</p> <ul style="list-style-type: none"> • reports with a narrowed focus that allows for thorough treatment • business letters • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems
Topic	Sentence Structure and Grammar
Benchmark LA.6.4.2	<p>Form and use the following grammatical constructions correctly when editing writing:</p> <ul style="list-style-type: none"> • consistent verb tense across paragraphs • comparative and superlative forms of adjectives • coordinating and subordinating conjunctions • prepositional phrases • compound sentence joined by semicolon rather than conjunction and comma • subject-verb agreement with intervening phrase
Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.6.4.3	<p>Edit writing to correct punctuation:</p> <ul style="list-style-type: none"> • commas in direct address • colon after salutation • hyphens in written numbers • italics or underlining for emphasis • semicolons to join related independent clauses
Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.6.4.4	Use a variety of strategies and resources to spell grade-appropriate words
Topic	Citing Sources
Benchmark LA.6.4.5	Incorporate information from references by quoting, paraphrasing, and/or summarizing
Topic	Citing Sources

Benchmark LA.6.4.6	Describe the reasons for citing sources (e.g., giving credit to original source, providing information for readers to follow up on an idea)
Topic	Citing Sources
Benchmark LA.6.4.7	Cite various grade-appropriate sources using a consistent format when reporting information
Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	
Topic	Meaning
Benchmark LA.6.5.1	Select appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis
Topic	Design
Benchmark LA.6.5.2	Use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning
Topic	Clarity
Benchmark LA.6.5.3	Select words and phrases to establish the desired tone
Topic	Clarity
Benchmark LA.6.5.4	Vary sentence structure and grammatical forms (e.g., forms of adjectives, prepositional phrases, compound sentences) to improve clarity
Topic	Voice
Benchmark LA.6.5.5	Adjust voice to suit the audience and situation (e.g., informal note to a peer, business letter to organization, research report)
Strand	Oral Communication

Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes

Topic	Discussion and Presentation
Benchmark LA.6.6.1	Explain how appropriate participation affects the productivity of group activities

Topic	Discussion and Presentation
Benchmark LA.6.6.2	Use language that facilitates open communication (e.g., phrasing comments in a positive way, using descriptive language to communicate a point)

Topic	Discussion and Presentation
Benchmark LA.6.6.3	Give short prepared oral presentations to inform and persuade

Topic	Critical Listening
Benchmark LA.6.6.4	Use appropriate listening strategies (e.g., listening attentively, taking notes, asking questions) to learn from an oral presentation

Topic	Critical Listening
Benchmark LA.6.6.5	Find out needed information by asking thoughtful questions

Topic	Delivery
Benchmark LA.6.6.6	Adjust volume, pacing, pitch, tone, and voice to support the content of the message

Topic	Delivery
Benchmark LA.6.6.7	Use emphasis and repetition to highlight important points

Topic	Delivery
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Benchmark LA.6.6.8	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation
Topic	Media Comprehension and Interpretation
Benchmark LA.6.6.9	Describe a variety of messages conveyed by visual media
Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	
Topic	Meaning
Benchmark LA.6.7.1	Use relevant evidence and examples to support content
Topic	Clarity
Benchmark LA.6.7.2	Use appropriate verbal and nonverbal language for various purposes and audiences

**Content Area: Language Arts
Grade/Course: 7 / ACCN: No ACCN**

Strand		Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes		
Topic	Vocabulary and Concept Development	
Benchmark LA.7.1.1	Use new grade-appropriate vocabulary, including content area vocabulary, learned through word study and reading	
Topic	Locating Sources/ Gathering Information	
Benchmark LA.7.1.2	Use a variety of grade-appropriate print and online sources to research an inquiry question	
Strand		Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts		
Topic	Understanding Text Structures	
Benchmark LA.7.2.1	Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	
Topic	Constructing Meaning	
Benchmark LA.7.2.2	Use annotation to identify questions and connections to prior knowledge while reading a variety of texts	
Topic	Constructing Meaning	
Benchmark LA.7.2.3	Evaluate the adequacy and accuracy of an author's evidence in support of his or her main points or argument	
Topic	Constructing Meaning	

Benchmark LA.7.2.4	Use paraphrasing and summarizing to explain a text
Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	
Topic	Interpretive Stance
Benchmark LA.7.3.1	Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction
Topic	Interpretive Stance
Benchmark LA.7.3.2	Describe how a common theme is developed in two or more texts
Topic	Critical Stance
Benchmark LA.7.3.3	Describe how historical or cultural influences help explain a text
Topic	Literary Elements
Benchmark LA.7.3.4	Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification)
Topic	Personal Connection
Benchmark LA.7.3.5	Explain how the author's style and use of language affect the reader
Topic	Personal Connection
Benchmark LA.7.3.6	Use prior experience and knowledge to interpret and analyze texts
Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	

Topic	Range of Writing
Benchmark LA.7.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives with clear conflict and satisfying resolution • poems that experiment with poetic forms (i.e., limerick, ballad, free verse) • reports that incorporate research in the form of quotations, paraphrases, and summaries • persuasive letters or statements • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems
Topic	Sentence Structure and Grammar
Benchmark LA.7.4.2	Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> • numbers represented using numerals or words, whichever is appropriate • comparative and superlative forms of adverbs • compound-complex sentences
Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.7.4.3	Edit writing to correct punctuation: <ul style="list-style-type: none"> • commas to set off non-restrictive relative clauses • comma to set off interrupters
Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.7.4.4	Use a variety of strategies and resources to spell grade-appropriate words
Topic	Citing Sources
Benchmark LA.7.4.5	Cite various grade-appropriate sources using a consistent format when reporting information
Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic	Meaning
Benchmark LA.7.5.1	Connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a meaningful way

Topic	Design
Benchmark LA.7.5.2	Use an organizational structure that unites the parts of the piece of writing and gives_it coherence and completeness

Topic	Clarity
Benchmark LA.7.5.3	Select words and phrases to establish consistency in word usage (e.g., formal, colloquial, technical) throughout the piece of writing

Topic	Clarity
Benchmark LA.7.5.4	Vary sentence structures and grammatical forms (e.g., forms of adverbs, prepositional phrases, compound, and compound-complex sentences) to improve clarity

Topic	Voice
Benchmark LA.7.5.5	Use words, phrases, and sentence construction to begin to establish an individual rather than a generic voice

Strand	Oral Communication
Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes	

Topic	Discussion and Presentation
Benchmark LA.7.6.1	Adjust one's role in a small group, as necessary, in order to carry out an assignment or to complete a project

Topic	Discussion and Presentation
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Benchmark LA.7.6.2	Give short prepared oral presentations incorporating information from research to inform and persuade
Topic	Critical Listening
Benchmark LA.7.6.3	Check comprehension before responding to a message by using various listening strategies (e.g., noting nonverbal cues, clarifying message by summarizing aloud)
Topic	Delivery
Benchmark LA.7.6.4	Use nonverbal language to communicate specific content of verbal messages (e.g., size of fish caught, swiftness of bird in flight, height of tall friend)
Topic	Delivery
Benchmark LA.7.6.5	Adjust volume, pacing, pitch, tone, and voice to the audience and situation
Topic	Delivery
Benchmark LA.7.6.6	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation
Topic	Media Comprehension and Interpretation
Benchmark LA.7.6.7	Evaluate informational media using a variety of criteria (e.g., publication date, relevance, accessibility)
Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	
Topic	Meaning
Benchmark LA.7.7.1	Integrate facts, information, and ideas from research with own experience to support main ideas when speaking

Topic	Design
Benchmark LA.7.7.2	Organize information to create a succinct message

Topic	Clarity
Benchmark LA.7.7.3	Use precise vocabulary suited to topic and audience

Content Area: Language Arts
Grade/Course: 8 / ACCN: No ACCN

Strand		Reading
Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes		
Topic	Vocabulary and Concept Development	
Benchmark LA.8.1.1	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	
Topic	Locating Sources/ Gathering Information	
Benchmark LA.8.1.2	Select appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis	
Strand		Reading
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts		
Topic	Understanding Text Structures	
Benchmark LA.8.2.1	Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	
Topic	Constructing Meaning	
Benchmark LA.8.2.2	Use annotation methods to identify main ideas and important details while reading	
Topic	Constructing Meaning	
Benchmark LA.8.2.3	Draw conclusions about the reliability of information in a text after considering author's credentials	
Topic	Constructing Meaning	
Benchmark LA.8.2.4	Make inferences based on explicit and implied information	

Strand	Reading
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical	

Topic	Interpretive Stance
Benchmark LA.8.3.1	Explain similarities and differences between themes from two or more texts

Topic	Critical Stance
Benchmark LA.8.3.2	Analyze a text to draw inferences about history, culture, or gender

Topic	Critical Stance
Benchmark LA.8.3.3	Recognize the similarities and differences between the styles of two or more writers

Topic	Literary Elements
Benchmark LA.8.3.4	Explain literary devices (e.g., satire, allusion, irony)

Topic	PersonalConnection
Benchmark LA.8.3.5	Explain an opinion about an author's ideas or message by analyzing conventions of fiction (e.g., plot, character, imagery, motifs, tone, subplots, stock characters)

Topic	Personal Connection
Benchmark LA.8.3.6	Explain how previous experience can influence one's reading of a text and one's opinion of that text

Strand	Writing
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms	

Topic	Range of Writing
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Benchmark LA.8.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives that reveal the significance of the subject or situation • poems that use a range of poetic devices and forms • reports that incorporate research and distinguish the relative value of research sources • persuasive statements that anticipate and address reader's questions • responses to literature • functional pieces that complete a task or fulfill a civic responsibility • pieces to reflect on learning and to solve problems
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Topic	Sentence Structure and Grammar
Benchmark LA.8.4.2	Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> • present perfect, past perfect, and future perfect tenses • subject-verb agreement with compound subjects

Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.8.4.3	Edit writing to correct punctuation: <ul style="list-style-type: none"> • dash to interrupt thought • brackets to enclose information • semicolon to separate items in a series that contain internal commas

Topic	Punctuation, Capitalization, and Spelling
Benchmark LA.8.4.4	Use a variety of strategies and resources to spell grade-appropriate words

Topic	Citing Sources
Benchmark LA.8.4.5	Cite various grade-appropriate sources using a consistent format when reporting information

Strand	Writing
Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose	

Topic	Meaning
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Benchmark LA.8.5.1	Use relevant ideas and details in writing to show insight into people, events, new knowledge, and personal background
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Topic	Design
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Benchmark LA.8.5.2	Use an organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence.
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Topic	Clarity
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Benchmark LA.8.5.3	Use action verbs, less obvious modifiers, and active rather than passive voice
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Topic	Clarity
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Benchmark LA.8.5.4	Vary sentence types (e.g., simple, compound, compound-complex) and word order within a sentence to improve clarity
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Topic	Voice
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Benchmark LA.8.5.5	Use words, phrases, and sentence construction to create a consistent voice throughout a piece of writing
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Strand	Oral Communication
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Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes

Topic	Discussion and Presentation
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Benchmark LA.8.6.1	Monitor the roles in a small group and adjust communication as needed to make the group effort more productive
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Topic	Discussion and Presentation
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Benchmark LA.8.6.2	Give oral presentations to inform, persuade, and/or entertain
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Topic	Discussion and Presentation
Benchmark LA.8.6.3	Conduct interviews using effective questioning, listening, and note-taking skills

Topic	Critical Listening
Benchmark LA.8.6.4	Use appropriate attentive, responsive, and reflective listening behaviors according to situation

Topic	Delivery
Benchmark LA.8.6.5	Use nonverbal language to engage an audience (e.g., moving focus of eye contact, extending a hand) and emphasize content (e.g., using hand to focus attention on particular object, nodding in response to show of hands)

Topic	Delivery
Benchmark LA.8.6.6	Vary volume, pacing, pitch, and tone to create a distinct voice, to engage audience, and to relate the speaker's feelings

Topic	Delivery
Benchmark LA.8.6.7	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation

Topic	Media Comprehension and Interpretation
Benchmark LA.8.6.8	Describe how techniques used in visual media influence audiences

Strand	Oral Communication
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation	

Topic	Meaning
Benchmark LA.8.7.1	Select most appropriate information from research, own experience, and knowledge of audience to support ideas when speaking

Topic	Design
Benchmark LA.8.7.2	Use an organizational pattern that creates a clear message and guides the listener
Topic	Clarity
Benchmark LA.8.7.3	Use words that convey a viewpoint and fit audience and purpose