

Pennsylvania Content Standards Grade Level Benchmarks

1.1. Learning to Read Independently

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<p>A. Before reading, locate appropriate texts (e.g., literary, informational) for an assigned purpose.</p> <p>B. Use the format and graphic features of the text to comprehend information.</p> <p>C. During reading, use knowledge of structural analysis as well as context clues and glossaries to understand content area vocabulary words. Use these words accurately in speaking and writing.</p> <p>D. Identify basic ideas and facts in text using strategies such as activating prior knowledge, using text features (e.g. illustrations, headings, graphs, tables and charts) rereading, adjusting reading rate as aids to comprehension and clarifying understanding.</p> <p>E. Expand reading vocabulary by correctly identifying words with literal or figurative meanings using a dictionary or related reference when appropriate.</p> <p>F. Understand the meaning of and use correctly key vocabulary from various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</p>	<p>A. Before reading, locate appropriate texts (e.g., literary, informational) for an assigned purpose.</p> <p>B. Identify and use common organizational structures and graphic features to comprehend information.</p> <p>C. During reading, use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p> <p>D. Identify basic facts and ideas in texts using strategies such as activating prior knowledge, setting a purpose for reading and generating essential questions as aids to comprehension and clarifying understanding through rereading and discussion.</p> <p>E. Expand reading vocabulary by correctly identifying words with literal or figurative meanings using a dictionary or related reference when appropriate.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text.</p>	<p>A. Before reading, locate appropriate texts (literary, informational, documents) for an assigned purpose.</p> <p>B. Identify and use common organizational structures and graphic features to comprehend information.</p> <p>C. During reading use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p> <p>D. Identify basic facts and ideas in text using strategies such as recalling genre characteristics, setting a purpose for reading and generating essential questions as aids to comprehension and clarifying understanding through rereading and discussion.</p> <p>E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. After reading demonstrate</p>	<p>A. Before reading locate appropriate texts (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work).</p> <p>B. Recognize and interpret common organizational structures and graphic features to comprehend information.</p> <p>C. During reading use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p> <p>D. Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading) as aid to comprehension. Discuss the effectiveness of selected reading strategies.</p> <p>E. Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. After reading demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents.</p>

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<ul style="list-style-type: none"> • Make assertions about the text and cite evidence. • Compare and contrast texts using themes, setting, characters, and ideas. • Respond critically to the major ideas/themes or procedures of the text. • Extend ideas found in the text. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.6.G.). (Recommend: 25 books/year) 	<p>nonfiction text.</p> <ul style="list-style-type: none"> • Make assertions about the text and cite evidence. • Compare and contrast texts using themes, setting, characters, and ideas. • Make extensions to related ideas or topics or information. • Respond critically to the major ideas, themes, or procedures of the text. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.7.G.). (Recommend: 25 books/year) 	<p>understanding and interpretation of both fiction and nonfiction text including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, setting, characters and ideas. • Make extensions to related ideas, topics or information. • Describe the context of a document. • Analyze the positions, arguments and evidence in public documents. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.11.G.). (Recommend: 25 books/year) 	<ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters, and ideas. • Explain the context of a document. • Analyze the positions, arguments and evidence in public documents. <p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standards 1.1.9G) (Recommend: 25 books/year)

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1.2. Reading Critically in All Content Areas

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<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals. • Distinguish between essential and nonessential information across texts, identifying biases and propaganda where present. • Make inferences and draw conclusions based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness. <p>B. Use and understand a variety of media and evaluate the quality of materials produced.</p>	<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media, identify bias and propaganda where present. • Make inferences and draw conclusions based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness. <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	<ul style="list-style-type: none"> • Read and understand essential content of informational texts and documents in all academic areas. • Differentiate fact from opinion utilizing resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. • Draw inferences based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and thoroughness. <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion, verifying complete and accurate information by utilizing a variety of resources (e.g., texts, electronic media, newspapers, periodicals.) • Distinguish between essential and nonessential information across a variety of sources, identifying bias and propaganda where present. • Make decisions and draw conclusions based on the use of multiple sources of information. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's thesis, accuracy, and thoroughness. <p>B. Use and understand a variety of media and evaluate the quality of material</p>

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<ul style="list-style-type: none"> Use a variety of media and compare the information presented. Recognize the techniques of media messages. Use, design, and develop a media project (e.g., script, play, audiotape, website) to demonstrate understanding. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> Compare how different media offer a unique perspective on the information presented. Distinguish the techniques used in media messages and identify their targeted audience. Use, design and develop a media project (e.g., script, play, audiotape, website) to demonstrate understanding. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> Compare and analyze how different media offer a unique perspective on the information presented. Analyze the techniques of particular media messages and their effect on a targeted audience. Use, design and develop media to expand understanding (e.g., authors and works from a particular historical period). <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> Evaluate the unique perspective of the information presented via different media. Evaluate the techniques of media messages and determine their effect on different audiences. Use, design and develop media to extend understanding of authors, genre, works from a literary or historical period. <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.3. Reading, Analyzing and Interpreting Literature

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<p>A. Read and understand works of literature.</p> <p>B. Compare and contrast the use of literary elements within and among texts, including characters, setting, plot, theme and point of view.</p>	<p>A. Read and understand works of literature.</p> <p>B. Compare and contrast literary elements within a genre including characterization, setting, plot, theme and point of view and style.</p>	<p>A. Read and understand works of literature.</p> <p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.</p>	<p>A. Read and understand works of literature.</p> <p>B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p>

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<p>C. Compare and contrast the use of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole). <p>D. Identify and respond to the effects of sound, structure, and forms in poetry (e.g., alliteration, rhyme, verse form, figurative language).</p> <p>E. Analyze drama to identify the conflict and resolution.</p> <p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>C. Compare and contrast the use of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). <p>D. Identify poetic forms (e.g., ballad, sonnet, couplet).</p> <p>E. Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character.</p> <p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>C. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). <p>D. Identify poetic forms (e.g., ballad, sonnet, couplet).</p> <p>E. Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character.</p> <p>F. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>C. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration) • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism). <p>D. Read and react to a variety of poetic forms.</p> <p>E. Analyze drama to determine plot, setting, and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience's understanding of character.</p> <p>F. Read and respond to nonfiction and fiction, as well as poetry and drama making individual meaning and asserting interpretation.</p>

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Pennsylvania Content Standards Grade Level Benchmarks

1.4. Types of Writing

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<p>A. Write short stories, poems and plays that include:</p> <ul style="list-style-type: none"> • organized thoughts, • detailed in descriptions, • relevant illustrations, • dialogue, • a literary conflict, • characterization, setting, plot, theme, point of view, tone and style, • rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole and allusion. <p>B. Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include:</p>	<p>A. Write short stories, poems and plays that include:</p> <ul style="list-style-type: none"> • organized thoughts, • detailed descriptions, • relevant illustrations, • dialogue, • a literary conflict, • characterization, setting, plot, theme, point of view, tone and style, • rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole and allusion. <p>B. Write multi-paragraph, informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include:</p>	<p>A. Write short stories, poems and plays that include:</p> <ul style="list-style-type: none"> • varying organizational methods, • relevant illustrations, • dialogue, • a literary conflict, • literary elements (Standard 1.3.8.B.), and • literary devices (Standard 1.3.8.C) <p>B. Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles and interviews, that include:</p>	<p>A. Write short stories, poems, and plays that include:</p> <ul style="list-style-type: none"> • varying organizational methods, • relevant illustrations, • dialogue • a literary conflict, • literary elements including characterization, setting, plot, theme, point of view, tone, and style, • literary devices including sound techniques (e.g., rhyme, rhythm, meter, alliteration) and figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism). <p>B. Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles and interviews, that include:</p>

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<ul style="list-style-type: none"> • a problem and solution when appropriate to the topic, • cause and effect, • relevant graphics such as maps, charts, graphs, illustrations, photographs and tables, • use of secondary sources <p>C. Write persuasive pieces that</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing and specific detail, • properly cite evidence, • develop reader interest. 	<ul style="list-style-type: none"> • a problem and solution when appropriate to the topic, • cause and effect, • relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables, • use of secondary sources <p>C. Write persuasive pieces that</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing and specific detail, • properly cite evidence, • develop reader interest. 	<ul style="list-style-type: none"> • a problem and solution when appropriate to the topic, • cause and effect, • relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables, and • use of primary and secondary sources. <p>C. Write persuasive pieces that</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing, elaborated and properly cited evidence, • develop reader interest, and • anticipate and counter reader concerns and arguments. <p>D. Maintain a written record of activities, course work, experience, honors, and interests.</p>	<ul style="list-style-type: none"> • a problem and solution when appropriate to the topic, • appropriate language and details, • cause and effect • relevant graphics such as graphs, illustrations, photographs, and tables, and • use of primary and secondary sources. <p>C. Write persuasive pieces that:</p> <ul style="list-style-type: none"> • include a clearly stated position or opinion, • include convincing, elaborated and properly cited evidence, • develop reader interest, • anticipate and counter reader concerns and arguments, and • utilize a single method to advance the argument or position. <p>D. Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>*E. Write a multi-page personal narrative including:</p>

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			<ul style="list-style-type: none"> • clear chronological sequence and • specific and narrative details. <p>* The writers think E. should be added in light of PSSA at grade 9. We further recommend adding a developmentally appropriate form of the component to Grade Standard 1.4.8.E to better prepare students for the ninth grade writing assessment.</p>

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1.5. Quality of Writing

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<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Identify point of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, organize, and select the most effective information appropriate for the topic, task, and audience. • Determine the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Identify point of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Determine the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. <p>C. Write with controlled and/or subtle</p>	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. <p>C. Write with controlled and/or subtle organization.</p>	<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task, and audience. • Experiment with various points of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of, consider and organize information. • Employ the most effective format for purpose and audience. • Write fully-developed paragraphs that have details and information specific to the topic and relevant to the focus.

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<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Identify the topic and purpose in the introduction. • Identify the topic and purpose in the conclusion. <p>D. Write with an understanding of the stylistic aspects of composition variety and diversity in structure and language choice:</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use a variety of precise language including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning. • Develop and maintain a consistent voice. <p>1. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail and word choice.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, 	<p>organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Illustrate the topic and purpose in the introduction. • Identify the topic and purpose in the conclusion. <p>D. Write with an understanding of the stylistic aspects of composition variety and diversity in structure and language choice:</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use a variety of precise language including adjectives, adverbs, action verbs and specific details that convey the writer's meaning. • Develop and maintain a consistent voice. <p>E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail and word choice.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, 	<p>organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. <p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. <p>E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses). 	<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Develop an introduction which engages the audience while establishing topic and purpose. • Restate the topic and purpose in the conclusion. <p>D. Write by utilizing stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Establish appropriate tone and voice through the use of precise language*. <p>E. Revise writing while reflecting on the logic of organization, central idea, content, paragraph development, level of detail, style, tone and word choice and clarifying purpose, audience, and genre.</p> <p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question marks, commas, quotation marks, apostrophe, colon, semicolon,

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<p>commas, quotation marks, apostrophe, and colon).</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>apostrophe, colon, semicolon, and parentheses).</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>G. Present and/or defend written work for publication when appropriate.</p>	<p>apostrophe, colon, semicolon, parentheses, hyphen).</p> <ul style="list-style-type: none"> • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. • Use complete sentences. <p>G. Present and/or defend written work for publication when appropriate.</p>

Pennsylvania Content Standards Grade Level Benchmarks

1.6. Speaking and Listening

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<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask pertinent questions. • Differentiate between relevant and irrelevant information, ideas, and opinions. • Take notes when required. <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to prior knowledge. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Differentiate between relevant and irrelevant information, ideas and opinions. • Take notes when needed. <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to prior knowledge. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask clarifying questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. <p>B. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to prior knowledge.

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<ul style="list-style-type: none"> • Predict content/events. • Retell the story including theme, characters and setting. • Identify and define new words and concepts. • Summarize the selection. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Use appropriate volume. • Pace speech to convey meaning. • Adjust content and style to enhance meaning for different audiences. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, leading questions to gain information, clarify thinking, and understand others. • Respond with relevant information or opinions. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. 	<ul style="list-style-type: none"> • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. <ul style="list-style-type: none"> • Compare and contrast selections. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Adjust content and style to enhance meaning. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, leading questions to gain information, clarify thinking, and understand others. • Respond with relevant information, ideas or supported opinions. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. 	<ul style="list-style-type: none"> • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. 	<ul style="list-style-type: none"> • Identify conflicts and predict resolutions. • Summarize events and explain the significant points. • Identify and define new words and concepts. • Analyze the selections. <p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures. • Adjust volume, content and style for different audiences. • Adjust pace according to audience and purpose. <p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions to gain information, clarify thinking and understand others. • Respond to questions asked with relevant information, ideas or opinions. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, explain by example, or

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<ul style="list-style-type: none"> • Provide support for opinions. • Summarize, when prompted. • Express ideas and point of view. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversations. • Present an oral reading of assigned material. • Deliver research reports. • Conduct interviews to gain specific information. • Plan and participate in group presentations and reports. • Contribute to informal debates. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Differentiate between the accuracy of the information received on television, radio, film or in the newspapers. • Analyze the role of advertising in the media. 	<ul style="list-style-type: none"> • Present support for opinions. • Paraphrase and summarize, when prompted. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present an oral reading of assigned material. • Conduct interviews for a specific purpose. • Encourage and participate in informal debates. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Describe how the media provides information that is sometimes accurate and/or sometimes biased. • Analyze the role of advertising in the media. • Use a variety of media to create an effective presentation for display or 	<ul style="list-style-type: none"> • Present support for opinions. • Paraphrase and summarize, when prompted. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or the opinion or the beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multi-media (e.g., film, music, computer-graphic, verbal) presentation for display or 	<p>enhance responses when asked.</p> <ul style="list-style-type: none"> • Support opinions with relevant evidence. • Paraphrase and summarize, when necessary. <p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Plan and participate in informal debates. • Analyze group discussions. <p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Analyze the validity of information received through different media sources.. • Critique the role of media in advertising. • Create an effective multi-media

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<ul style="list-style-type: none"> Use a variety of media to create an effective presentation on a topic. 	transmission.	transmission.	presentation for display or transmission that demonstrates an understanding of a specific topic or use.

Pennsylvania Content Standards Grade Level Benchmarks

1.7. Characteristics and Function of the English Language

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<p>B. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.</p> <p>B. Identify the role and place of formal and informal speech.</p> <p>C. Identify new words that have been added to the English language over time.</p>	<p>A. Identify the origin and meaning of foreign words and phrases used frequently in English language.</p> <p>B. Identify the role and place of standard American English in speech, writing, and literature.</p> <p>C. Identify new words that have been added to the English language over time.</p>	<p>A. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).</p> <p>B. Analyze the role and place of standard American English in speech, writing, and literature.</p> <p>C. Identify new words that have been added to the English language over time.</p>	<p>A. Explain the origins and meanings of common, learned and foreign words used frequently in English language.</p> <p>B. Investigate new words that have been added to the English language over time.</p> <p>C. Evaluate speech, writing, and literature to determine its non-conformity to standard American English.</p>

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Pennsylvania Content Standards Grade Level Benchmarks

1.8 Research

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<p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Evaluate the importance and quality of the sources. • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference material, observations, interviews, and computer databases). • Use table of contents, indices, keywords, cross-references and appendices. • Use traditional and electronic search tools. <p>C. Organize, summarize and present the main ideas from the research.</p>	<p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Evaluate the importance and quality of the sources. • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference material, observations, interviews, and computer databases). • Use table of contents, indices, keywords, cross-references and appendices. • Use traditional and electronic search tools. <p>C. Organize, summarize and present the main ideas from the research.</p>	<p>A. Select and refine a topic for research.</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases). • Use table of contents, indices, keywords, cross-references and appendices. • Use traditional and electronic search tools. <p>C. Organize, summarize and present the</p>	<p>A. Select and refine a topic for research</p> <p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the source. • Select essential sources (e.g., dictionaries, encyclopedias, and other reference materials, interviews, observation and computer databases). • Use table of contents, indices, keywords, cross references, and appendices. • Use traditional and electronic research tools. <p>C. Organize, summarize, and present the main ideas from the research.</p>

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<ul style="list-style-type: none"> Take notes from sources. Credit sources using a structural format (e.g., author, title, publisher, date). 	<ul style="list-style-type: none"> Identify the steps necessary to carry out a research project. Take notes from sources. Give precise, formal credit for others' ideas, images or information using a standard method of documentation. 	<p>main ideas from the research.</p> <ul style="list-style-type: none"> Identify the steps necessary to carry out a research project. Take relevant notes from sources. Develop a thesis statement based on the research. Give precise, formal credit for others' ideas, images or information using a standard method of documentation. Use formatting techniques to create an understandable presentation for the designated audience. 	<ul style="list-style-type: none"> Take notes relevant to the research topic. Develop a thesis statement based on the research. Anticipate the needs of your audience. Give precise, formal credit for others' ideas, images or information using a standard method of documentation. Use formatting techniques (e.g., headings, graphics) to aid reader understanding. Identify steps necessary to carry out research project.