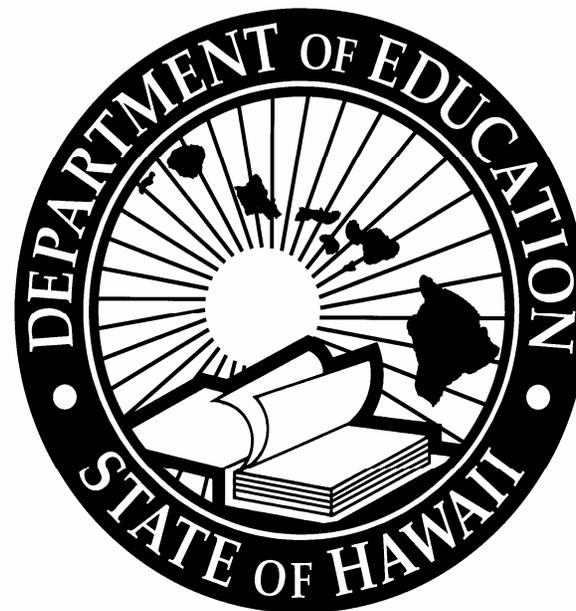


Hawaii Content and Performance Standards *for Language Arts K-12*

Office of Curriculum, Instruction and Student Support /
Instructional Services Branch

Department of Education
State of Hawaii

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THE HAWAII STANDARDS SYSTEM

FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction, and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

THE GENERAL LEARNER OUTCOMES

Equally important to learning academic content is developing the knowledge, skills, and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards.

These Outcomes are

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it's what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department's vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge, and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii's educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the "Blue Book").
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii's standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet "Making Sense of Standards" and the ten content area documents that constituted the HCPS II were the result of the Review Commission's recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

RATIONALE FOR REVISING

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
 - HCPS had 1544
 - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks, and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

HCPS III: STANDARDS FOR ALL STUDENTS

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.**3**.1 = Content Standard Number (Standard #3)

K.3.**1** = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.**7**.3 = Content Standard Number (Standard #7)

PS.7.**3** = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

LANGUAGE ARTS

INTRODUCTION

The Language Arts Content Standards were developed with the belief that *all* students can learn and that literacy is for *all* students, not just a few. The standards are aimed at developing students who can use language to communicate, to learn, to fulfill personal and social needs, and to meet the demands of society and the workplace.

The Language Arts Content Standards emphasize reading, writing, oral communication, and the study of literature and language from the earliest grades to graduation. They establish a foundation upon which to develop an effective literacy program. They provide direction for curriculum and require the best teaching practices. They are, however, not an end but a beginning—a starting point for discussion about curriculum, instruction, and assessment and how they can help all students achieve the standards.

Some fear that standards will narrow the curriculum and stifle creativity and flexibility. The Language Arts standards are not restrictive. Rather, they invite diversity and creativity, which characterize good teaching and learning. Since these standards describe the knowledge and skills required of all students, they should not require one hundred percent of instructional time for the majority of students. For students who have achieved the standards, teachers will need to provide rich instruction that goes beyond the standards. For struggling students, teachers need to provide differentiated support as well as multiple opportunities to practice and polish their skills and knowledge.

Quality education for all students can happen if it is fostered by local conversations. If the standards start discussions in classrooms and workrooms and over Lotus Notes about what matters in the language arts, if they spur classroom-based research and exploration that lead to better teaching and learning, if they nurture literacy in all students, then a major intent of the standards will have been fulfilled. Such conversations are essential in order to develop and maintain consistency across grade levels, schools, and complexes.

ABOUT THE STANDARDS: Language Arts Program Goals

Language lies at the heart of all our experiences and allows us to engage in the thought processes that set us apart from other creatures on Earth. This unique ability allows us to overcome barriers of space and time, relive the past, function in the present, and ponder the future. Language allows us to reach our full potential as human beings. It is the primary way we communicate what we think, feel, and believe. Language can bring about better understanding among people. It allows us to solve problems, reexamine existing beliefs and values, generate fresh solutions, and implement social change. It is this perspective about language that informs the three major goals of the Language Arts Program:

- To develop competent language users who are able to use written and spoken language not only for communication, but also for learning and reflection, for special and personal fulfillment, and to meet the demands of society and the workplace;

- To increase students’ understanding of the English language and to improve their ability to use written and spoken language in a wide variety of contexts and for a variety of purposes and audiences;
- To enrich students’ lives and build their understanding of the many facets of the human experience through literature.

The aim of these goals is to ensure that all students develop knowledge about and facility in using the English language in ways that will serve them well in all aspects of their lives. The Language Arts Content Standards set forth in HCPS III are derived from these Language Arts Goals.

CONTENT STANDARDS: WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO

The Language Arts Content Standards are clear statements of what students should know about and be able to do with language. Content standards represent a common reference and comprehensive vision for Language Arts education from kindergarten through graduation. They are broad statements. They do not detail specific content or materials; a curriculum will do that.

The Language Arts Content Standards are organized in three strands: Reading, Writing, and Oral Communication. Though identified independently, they are inter-related—attention to one influences the others. Each is connected to personal knowledge, to schooling or technical knowledge, and to social or community knowledge. They are also interconnected because together they foster lifelong learning.

CONTENT STANDARDS: REFLECT THE GENERAL LEARNER OUTCOMES

The General Learner Outcomes are foundational to the Language Arts Content Standards. Imagine classrooms in which all of the Language Arts standards are realized and the General Learner Outcomes become evident. Students are *engaged in complex thinking and problem solving* about topics and issues. Reading, writing, listening, and speaking are tools that enable them to construct logical sequences of thought and understand the conclusions to which they lead; formulate hypotheses and theories and predict outcomes; make inferences and draw conclusions; understand complex relationships and synthesize and create new ones; and analyze, evaluate, and solve problems. In the 21st century, these intellectual efforts are supported by an array of technological tools, enabling students *to use a variety of technology effectively and ethically*. While students learn by working on their own, they also learn in large and small groups, thus acknowledging that it is *essential for human beings to work together*. They work with one another, creating products and performances that benefit from collaboration and require that they *communicate effectively*. As students interact, they invigorate their own thinking and expand their realm of possibilities enabling them *to recognize and produce quality performance and quality products*. This success at achieving quality deepens their engagement with learning, so that they can *take responsibility for their own learning*.

In this way the language arts classroom becomes a venue in which the language arts standards are practiced and mastered and the General Learner Outcomes are lived on a daily basis.

CONTENT STANDARDS: GROUNDED IN KEY CONCEPTS OF THE DISCIPLINE

Content standards reflect the concepts and ideas that students must master in order to grasp the essentials of the language arts. These concepts provide a framework for organizing the Language Arts Content Standards:

- *Language is functional and purposeful.* We use language to express ourselves, to communicate, to learn, to accomplish tasks, to connect with others, and to make sense of experience. Knowledge of the Language Arts content is vital, but knowledge alone is of little value if one has no need to or cannot apply it. The ability to use language in a variety of forms, for a variety of purposes and audiences, and in many contexts is essential to learning.
- *Language processes are meaning-making processes.* Language is not merely the rendering into graphic symbols of what has already been clearly conceived and thought out. It is also the active formulation, discovery, and organization of thought. Reading, writing, listening, and speaking are thinking, discovering, ordering, and meaning-making processes. They allow us to make our thoughts and feelings visible and, because of this, lead us to engage, ponder, focus, refocus, organize, analyze, and synthesize.
- *Language allows for communication through symbolic art forms.* It is the process of symbolic rendering that marks literature as an art form. It is this symbolic rendering of an experience that differentiates literature from a report or a journalistic article, although both kinds of writing use the same medium of expression—language. The power of literature lies in imaginative use of language and its ability to engage us in understanding ourselves, our community, and the world around us.
- *Language is governed by conventions.* To ensure effective communication, language users must know the most commonly recognized forms of English. Knowledge of conventions enables students to comprehend and construct text. They need to know and use spelling-to-sound correspondences, grammatical conventions, and acceptable pronunciation and usage.
- *Language develops best when students have a positive attitude about themselves as readers, writers, and speakers, and when they regularly engage in meaningful literacy activities.* Learning occurs when students feel confident about their abilities as users of language and when they are genuinely engaged with their learning. They show clear signs of engagement when they choose to read about a subject, when their talk about an issue from reading extends beyond the classroom, and when they share what they have written with others.

ABOUT THE BENCHMARKS

Benchmarks identify what students should know and be able to do at each grade level from kindergarten through twelfth grade. The Language Arts benchmarks are specific enough to enable users of the standards to understand what students need to learn and yet general enough to allow for a range of instructional materials and strategies.

The Language Arts Benchmarks are presented in tables on the following pages. They begin by listing all of the benchmarks for kindergarten and then move up through the grade levels. Within each grade level, the following order is followed: 1) strand, 2) standard, 3) topic, 4) benchmark, 5) sample performance assessment, and 6) rubric. The three strands and seven standards are listed below:

I	Reading	1. Conventions and Skills 2. Reading Comprehension 3. Literary Response and Analysis
II	Writing	1. Conventions and Skills 2. Rhetoric
III	Oral Communication	1. Conventions and Skills 2. Rhetoric

This division of language arts into strands and standards is artificial and does not reflect how these language skills interweave and interact in reality. To aid in teaching and learning, however, compartmentalizing these skills enables teachers and learners to conceptualize and manage the complex activities involved in language use.

IMPLEMENTATION

The act of setting standards alone will not bring about improved student learning, nor will it transform teaching and learning. This can take place only in the classroom. Teaching and learning must use the standards as their starting point. Instruction must be differentiated to give all students a fair opportunity to reach standards. Assessment must provide targets that help all students understand what it is they must know and be able to do.

This kind of implementation begins by establishing on-going professional dialogue about what the standards mean, what they look like at specific grade levels, and how existing school curriculum and classroom assessments might be modified. These discussions must be coupled with professional development aimed at helping all students achieve the standards. The following questions can serve as starters for dialogue, professional development, and strategic planning:

- What do teachers, students, and parents make of the standards? Is there consensus about the expectations defined in the standards?
- What is meant by “all children can learn?” Do the standards elevate expectations, and do those expectations consistently and equitably apply to all students?
- Does the curriculum represent well-articulated learning sequences that enable successful attainment of the standards?
- How can existing instructional units be made standards-based?

- What will help students achieve the standards? What support can be provided to students who are not meeting the standards?
- Does instruction address the needs of a diverse student population?
- How can students be motivated to perform in relation to the standards?
- Is grading based on genuine progress and accomplishment of the standards?
- How do we know if our students are learning? What evidence do we have?

Curriculum specialists in the Instructional Services Branch can provide support to you in your implementation efforts. For Language Arts assistance, contact Milton Kimura by phone at 733-9141, by fax at 735-8227, or through e-mail at milton_kimura@notes.k12.hi.us.

NUMBER OF BENCHMARKS BY TOPIC AND STANDARD
LANGUAGE ARTS HAWAII CONTENT AND PERFORMANCE STANDARDS III

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	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Concepts of Print	1	3											
Phonemic Awareness	3	3											
Alphabetic Understanding	3	4	3	2									
Fluency		1	1	1									
Vocabulary and Concept Development	2	3	3	2	1	1	1	1	1	1	1	1	1
Locating Sources/Gathering Information		1	1	1	1	1	1	1	1	1	1	1	1

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

Topic	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Understanding Text Structures	1	1	1	1	3	1	1	1	1				
Constructing Meaning	1	4	2	2	2	2	3	3	3	2	1	1	1

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

Topic	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Interpretive Stance	1		1	2	2	3	1	2	1	1	1	1	
Literary Elements	1	1	2	1	1	1	2	1	1	1	1		
Personal Connection		1	1	1	1	1	1	2	2	1			
Critical Stance					1	2	1	1	2	1	1	2	2

(continued)

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	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Range of Writing	2	1	1	1	1	1	1	1	1	1	1	1	1
Spelling and Handwriting	3												
Punctuation, Capitalization, Spelling, and Handwriting		4	4	4	4								
Punctuation, Capitalization, and Spelling						2	2	2	2	2			
Sentence Structure and Grammar		1	1	1	1	2	1	1	1	1			
Grammar and Mechanics											1	1	1
Citing Sources				1	1	1	3	1	1	3	2	2	2

Standard 5: Writing: RHETORIC—use rhetorical devices to craft writing appropriate to audience and purpose													
Topic	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Meaning	1	2	1	1	1	2	1	1	1	1	1	1	1
Design	1	1	2	2	1	2	1	1	1	1	1	1	
Clarity		1	2	2	2	2	2	2	2	1	1	1	1
Voice					1	1	1	1	1	1			

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	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Discussion and Presentation	3	3	4	2	2	2	3	2	3	2	3	2	2
Critical Listening	1	2	1	2	2	2	2	1	1	1	1	1	1
Delivery	2	1	2	3	4	3	3	3	3	2	3	2	1
Media Comprehension and Interpretation					1	1	1	1	1	1	1	1	1

(continued)

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation													
Topic	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Meaning	1	1	1	1	2	1	1	1	1	1	1	1	1
Design	1	1	1	1	1	1		1	1	2	1	1	1
Clarity	1	2	1		1	1	1	1	1	1	1	1	1
TOTAL BENCHMARKS PER GRADE	29	42	36	34	37	36	34	32	33	29	24	22	19

LANGUAGE ARTS STANDARDS AT-A-GLANCE

STRAND	STANDARDS AND TOPIC
READING	<p>Standard 1: 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</p> <ul style="list-style-type: none"> • Concepts of Print • Phonemic Awareness • Alphabetic Understanding • Fluency • Vocabulary and Concept Development • Locating Sources/Gathering Information
	<p>Standard 2: COMPREHENSION—Use reading strategies to construct meaning from a variety of texts</p> <ul style="list-style-type: none"> • Understanding Text Structures • Constructing Meaning
	<p>Standard 3: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical</p> <ul style="list-style-type: none"> • Interpretive Stance • Literary Elements • Personal Connection • Critical Stance

STRAND	STANDARDS AND TOPIC
WRITING	<p>Standard 4: 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</p> <ul style="list-style-type: none"> • Range of Writing • Spelling and Handwriting • Punctuation, Capitalization, Spelling, and Handwriting • Punctuation, Capitalization, and Spelling • Sentence Structure and Grammar • Grammar and Mechanics
	<p>Standard 5: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose</p> <ul style="list-style-type: none"> • Meaning • Design • Clarity • Voice
ORAL COMMUNICATION	<p>Standard 6: 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</p> <ul style="list-style-type: none"> • Discussion and Presentation • Critical Listening • Delivery • Media Comprehension and Interpretation
	<p>Standard 7: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation</p> <ul style="list-style-type: none"> • Meaning • Design • Clarity

Summary of Standards for Language Arts, Kindergarten – 12th Grade

READING

Standard 1: 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

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

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

WRITING

Standard 4: 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

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

ORAL COMMUNICATION

Standard 6: 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

Standard 7: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONCEPTS OF PRINT	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		The student: Follows text from left to right and from top to bottom of a page as it is being read aloud; locates the front cover, title, and back cover of a book; and demonstrates knowledge of a book’s orientation by holding and opening the book correctly.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently 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	Usually 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	Sometimes 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	Rarely 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

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
PHONEMIC AWARENESS	LA.K.1.2 Compare sounds in similar and unlike words	The student: Classifies words with similar sounds or identifies which word or sound is different in an orally presented set of words or sounds.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Identify similarities and differences of sounds in similar and unlike words, with fluency and accuracy	Identify similarities and differences of sounds in similar and unlike words, with minimal difficulty and no significant errors	Identify similarities and differences of sounds in similar and unlike words, with difficulty and a few significant and/or many minor errors	Identify similarities and differences of sounds in similar and unlike words, with great difficulty and many significant errors	
PHONEMIC AWARENESS	LA.K.1.3 Produce basic rhymes in orally presented words	The student: Identifies and produces rhyming words in response to a prompt and distinguishes rhyming words from non-rhyming words.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Produce basic rhymes, with fluency and accuracy	Produce basic rhymes, with minimal difficulty and no significant errors	Produce basic rhymes, with difficulty and a few significant and/ or many minor errors	Produce basic rhymes, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
PHONEMIC AWARENESS	LA.K.1.4 Orally segment and blend simple syllables	The student: Blends sounds into words and segments syllables into individual sounds.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Orally segment and blend simple syllables, with fluency and accuracy	Orally segment and blend simple syllables, with minimal difficulty and no significant errors	Orally segment and blend simple syllables, with difficulty and a few significant and/or many minor errors	Orally segment and blend simple syllables, with great difficulty and many significant errors	
ALPHABETIC UNDERSTANDING	LA.K.1.5 Recognize all letters by sight and recall the basic sound attributed to each letter	The student: Recognizes and names all upper and lower case letters and says the most common sound associated with individual letters.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Recognize all letters by sight and recall the basic sound attributed to each letter, with fluency and accuracy	Recognize all letters by sight and recall the basic sound attributed to each letter, with minimal difficulty and no significant errors	Recognize all letters by sight and recall the basic sound attributed to each letter, with difficulty and a few significant and/or many minor errors	Recognize all letters by sight and recall the basic sound attributed to each letter, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
ALPHABETIC UNDERSTANDING	LA.K.1.6 Identify basic high-frequency words	The student: Reads aloud basic high-frequency words.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify basic high-frequency words, with fluency and accuracy	Identify basic high-frequency words, with minimal difficulty and no significant errors	Identify basic high-frequency words, with difficulty and a few significant and/or many minor errors	Identify basic high-frequency words, with great difficulty and many significant errors
ALPHABETIC UNDERSTANDING	LA.K.1.7 Decode one-syllable words	The student: Sounds out letters and reads simple words.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Decode one-syllable words, with fluency and accuracy	Decode one-syllable words, with minimal difficulty and no significant errors	Decode one-syllable words, with difficulty and a few significant and/or many minor errors	Decode one-syllable words, with great difficulty and many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOCABULARY AND CONCEPT DEVELOPMENT	LA.K.1.8 Use words to describe location, size, color, shape, and basic concepts		The student: Uses words to describe location, size, color, shape, and concepts (e.g., same, different, fast, slow) in speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain why specific words were chosen to describe location, size, color, shape, and basic concepts	Use words to describe location, size, color, shape, and basic concepts	Use words that describe some aspects of location, size, color, shape, or basic concepts	Use imprecise words that do not describe location, size, color, shape, or basic concepts
VOCABULARY AND CONCEPT DEVELOPMENT	LA.K.1.9 Use new grade-appropriate vocabulary learned through stories and instruction		The student: Correctly uses new words learned through reading and listening activities in various situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use new grade-appropriate vocabulary learned through stories and instruction, with fluency, accuracy, and precision	Use new grade-appropriate vocabulary learned through stories and instruction, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary learned through stories and instruction, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary learned through stories and instruction, with great difficulty and many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

Standard 2: Reading: READING COMPREHENSION—Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.K.2.1 Use pictures and titles to make predictions about a text		The student: Previews picture books and discusses titles in order to make predictions before reading.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make insightful predictions based on pictures and titles, with clarity and specific details	Make predictions about a text that are likely to be true based on pictures and titles	Make obvious or trivial predictions about a text, based partially on pictures and titles	Make predictions not based on pictures or titles in a text
CONSTRUCTING MEANING	LA.K.2.2 Retell information from familiar oral or printed text		The student: Recognizes the important events or information and retells the facts or represents them in art, writing, or drama.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Retell the significant and some subtle information from familiar oral or printed text	Retell the significant information from familiar oral or printed text	Retell some significant information from familiar oral or printed text	Retell very little significant information from familiar oral or printed text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.K.3.1 Retell familiar stories, using beginning, middle, and ending		The student: Retells the plot of a story heard several times and places events in chronological order.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Retell familiar stories, placing all events in sequence of beginning, middle, ending	Retell familiar stories, placing significant events in sequence of beginning, middle, ending	Retell all significant story events, but sequences them incorrectly or places only some events in correct sequence of beginning, middle, ending	Retell some story events but not in correct sequence of beginning, middle, ending
LITERARY ELEMENTS	LA.K.3.2 Identify characters and setting in a story read aloud		The student: Names characters and setting in a story through various activities and assignments (e.g., retelling, drawing, drawing with words).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe relationships among characters and setting in a story read aloud	Identify characters and setting in a story read aloud	Name some characters and/or limited aspects of the setting in a story read aloud	Name very few characters and/or name imprecise or vague aspects of the setting in a story read aloud

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	LA.K.4.1 Write for a variety of purposes related to daily class activities and own life		The student: Uses writing integral to daily class activities, including writing full name and completing class forms and logs (e.g., signs an attendance sheet, records the weather, puts an event on a calendar, labels a picture, lists items).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully write for a variety of purposes related to daily class activities and own life	Write for a variety of purposes related to daily class activities and own life	Write in an unclear or limited way for a variety of purposes related to daily class activities and own life	Write imprecisely or irrelevantly for a variety of purposes related to daily class activities and own life

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	LA.K.4.2 Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words		The student: Writes phonetically spelled words to describe familiar people, objects, books, events, or instructions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully describe familiar topics and convey thoughts, ideas, and basic information using creative pictures and phonetically spelled words	Describe familiar topics and convey thoughts, ideas, and basic information using pictures and phonetically spelled words	Use pictures and/or phonetically spelled words that describe some aspects of familiar topics and convey some thoughts, ideas, or basic information	Use irrelevant pictures and/or imprecise phonetically spelled words that do not describe familiar topics and do not convey thoughts, ideas, or basic information
SPELLING AND HANDWRITING	LA.K.4.3 Write upper-and lower-case letters independently, attending to form and spatial alignment		The student: Writes legible words with consistent spacing and correct orientation for written assignment, including those with pictures and words.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write upper-and lower-case letters independently, attending to form and spatial alignment, with accuracy and completeness	Write upper-and lower-case letters independently, attending to form and spatial alignment, with no significant errors	Write upper-and lower-case letters, attending to form and spatial alignment, with a few significant and/or many minor errors	Write upper-and lower-case letters, attending to form and spatial alignment, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SPELLING AND HANDWRITING	LA.K.4.4 Use phonetic spelling to write new words		The student: Spells phonetically, associating letters with sounds (e.g., <i>kitn</i> [kitten], <i>wacht</i> [watched]).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently represents an accurate understanding of the sound of letters in words through phonetic spelling	Usually represents an accurate understanding of the sound of letters in words through phonetic spelling	Sometimes represents an accurate understanding of the sound of letters in words through phonetic spelling	Rarely represents an accurate understanding of the sound of letters in words through phonetic spelling
SPELLING AND HANDWRITING	LA.K.4.5 Use correct spelling for own name, commonly used high-frequency words, and words in environmental print		The student: Writes high-frequency words and copies environmental print with correct spelling.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use correct spelling for own name, commonly used high-frequency words, and words in environmental print, with accuracy	Use correct spelling for own name, commonly used high-frequency words, and words in environmental print, with no significant errors	Use correct spelling for own name, commonly used high-frequency words, and words in environmental print, with a few significant and/or many minor errors	Use correct spelling for own name, commonly used high-frequency words, and words in environmental print, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.K.5.1 Add detail to drawings and other products with simple descriptive words		The student: Adds descriptive words to simple pictures and pictures with text through ideas generated in various ways.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add detail to drawings and other products with a variety of creative descriptive words	Add detail to drawings and other products with simple descriptive words	Add detail to drawings and other products with some imprecise or vague descriptive words	Add detail to drawings and other products with imprecise or vague descriptive words
DESIGN	LA.K.5.2 Use spacing and appropriate sizes of letters, words, titles, and pictures to show a rudimentary sense of form		The student: Organizes pictures and words (e.g., achieves balance on page through use of white space as well as proportion and size of pictures, puts drawings in order, coordinates pictures and text).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use spacing and appropriate sizes of letters, words, titles, and pictures that show a sense of form	Usually use spacing and appropriate sizes of letters, words, titles, and pictures that show a rudimentary sense of form	Sometimes use spacing and appropriate sizes of letters, words, titles, and pictures that show a rudimentary sense of form	Rarely use spacing or appropriate sizes of letters, words, titles, and pictures

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.K.6.1 Express ideas through simple activities (e.g., creative movement, choral speaking, show and tell, rhymes, poems and songs)		The student: Engages in simple drama activities in order to aid comprehension, develop vocabulary, and reinforce content through actions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Clearly express ideas through activities	Express ideas through simple activities	Express some ideas through simple activities	Express very few ideas through simple activities
DISCUSSION AND PRESENTATION	LA.K.6.2 Use basic social conventions in greetings, in introductions, and in conversations		The student: Interacts with others (e.g., greets others, engages in activity-related talk) using speaking and listening courtesies (e.g., taking turns, staying on topic).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use sophisticated social conventions in greetings, in introductions, and in conversations	Usually use basic social conventions in greetings, in introductions, and in conversations	Sometimes use inappropriate social conventions in greetings, in introductions, and in conversations	Use many irrelevant or inappropriate social conventions in greetings, in introductions, and in conversations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.K.6.3 Ask and respond appropriately to basic questions		The student: Forms and poses questions and responds to questions related to activities and topics.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently ask and respond appropriately and insightfully to basic questions	Usually ask and respond appropriately to basic questions	Sometimes ask and respond appropriately to basic questions	Rarely ask or respond appropriately to basic questions
CRITICAL LISTENING	LA.K.6.4 Follow simple oral directions, instructions, and explanations		The student: Follows simple directions and instructions related to classroom routines and activities (e.g., lining up to go to lunch, putting toys away in their proper place).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently follow multi-step oral directions, instructions, and explanations	Usually follow simple oral directions, instructions, and explanations	Sometimes follow simple oral directions, instructions, and explanations	Rarely follow simple oral directions, instructions, and explanations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.K.6.5 Use appropriate volume when speaking in various situations		The student: Uses a volume that enables all to hear but is not too loud when speaking in one-on-one or group situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate volume when speaking in various situations	Usually use appropriate volume when speaking in various situations	Sometimes use appropriate volume when speaking in various situations	Rarely use appropriate volume when speaking in various situations
DELIVERY	LA.K.6.6 Use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)		The student: Looks at listener(s) when speaking to help keep his/her attention and convey a message. Listens attentively by looking at speaker.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)	Usually use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)	Sometimes use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)	Rarely use eye contact as a listening and speaking skill to focus attention on the speaker or connect with listener(s)

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.K.7.1 Use personal experiences as a topic when speaking		The student: Talks about personal experiences in various appropriate speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use insightful personal experiences as a topic for speaking	Use relevant personal experiences as a topic for speaking	Use related personal experiences that are somewhat appropriate as a topic for speaking	Use irrelevant personal experiences as a topic for speaking
DESIGN	LA.K.7.2 Present events in chronological order		The student: Presents events in chronological sequence when speaking.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Present events in chronological order, with accuracy and completeness	Present events in chronological order, with no significant errors	Present events in chronological order, with a few significant and/or many minor errors	Present events in chronological order, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Kindergarten

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.K.7.3 Use appropriate words when speaking		The student: Chooses familiar words and new words appropriately for a variety of speaking situations to effectively communicate thoughts and feelings.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative and appropriate words when speaking	Use appropriate words when speaking	Use somewhat appropriate words when speaking	Use inappropriate words when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CONCEPTS OF PRINT	LA.1.1.1 Recognize the differences between letters, words, and sentences	The student: Follows words and sentences across the page while reading and matches the sounds of the letters in words.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently recognize the differences between letters, words, and sentences	Usually recognize the differences between letters, words, and sentences	Sometimes recognize the differences between letters, words, and sentences	Rarely recognize the differences between letters, words, and sentences
CONCEPTS OF PRINT	LA.1.1.2 Recognize that specific sequences of letters represent spoken words	The student: Recognizes the sequence of letters in a word and pronounces them in order.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recognize that specific sequences of letters represent spoken words, with accuracy	Recognize that specific sequences of letters represent spoken words, with no significant errors	Recognize that specific sequences of letters represent spoken words, with a few significant errors	Recognize that specific sequences of letters represent spoken words, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CONCEPTS OF PRINT	LA.1.1.3 Recognize that capitalization and punctuation are used to distinguish sentences in print materials	The student: Recognizes capital letters at the beginning of sentences and pauses when encountering end punctuation in oral reading.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently recognize that capitalization and punctuation are used to distinguish sentences in print materials	Usually recognize that capitalization and punctuation are used to distinguish sentences in print materials	Sometimes recognize that capitalization and punctuation are used to distinguish sentences in print materials	Rarely recognize that capitalization and punctuation are used to distinguish sentences in print materials
PHONEMIC AWARENESS	LA.1.1.4 Segment and blend onset-rimes	The student: Segments sounds in words by clapping or saying each syllable aloud.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Segment and blend onset-rimes, with fluency and accuracy	Segment and blend onset-rimes, with minimal difficulty and no significant errors	Segment and blend onset-rimes, with difficulty and a few significant and/or many minor errors	Segment and blend onset-rimes, with great difficulty and many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
PHONEMIC AWARENESS	LA.1.1.5 Segment and blend individual phonemes	The student: Segments sounds in simple words (e.g., What are the sounds in <i>man</i> ?) and blends sounds to say simple words.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Segment and blend individual phonemes, with fluency and accuracy	Segment and blend individual phonemes, with minimal difficulty and no significant errors	Segment and blend individual phonemes, with difficulty and a few significant and/or many minor errors	Segment and blend individual phonemes, with great difficulty and many significant errors	
PHONEMIC AWARENESS	LA.1.1.6 Orally substitute and manipulate phonemes	The student: Substitutes, deletes, and manipulates phonemes in simple words (e.g., Change the first sound in <i>man</i> to /r/. What word is it now?).			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Orally substitute and manipulate phonemes, with fluency and accuracy	Orally substitute and manipulate phonemes, with minimal difficulty and no significant errors	Orally substitute and manipulate phonemes, with difficulty and a few significant and/or many minor errors	Orally substitute and manipulate phonemes, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
ALPHABETIC UNDERSTANDING	LA.1.1.7 Decode words with consonant blends and words with letter combinations	The student: Reads words with consonant blends and letter combinations correctly by sounding them out.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Decode words with consonant blends and words with letter combinations, with fluency and accuracy	Decode words with consonant blends and words with letter combinations, with minimal difficulty and no significant errors	Decode words with consonant blends and words with letter combinations, with difficulty and a few significant and/or many minor errors	Decode words with consonant blends and words with letter combinations, with great difficulty and many significant errors	
ALPHABETIC UNDERSTANDING	LA.1.1.8 Use common word parts to decode new words	The student: Attends to common word endings (e.g., ing, ed, es, er, est), prefixes, or word families to accurately decode words.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use common word parts to decode new words, with fluency and accuracy	Use common word parts to decode new words, with minimal difficulty and no significant errors	Use common word parts to decode new words, with difficulty and a few significant and/or many minor errors	Use common word parts to decode new words, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
ALPHABETIC UNDERSTANDING	LA.1.1.9 Use meaning-based word recognition strategies to read words	The student: Uses context and previous knowledge to name words not previously encountered.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use meaning-based word recognition strategies to read words, with fluency and accuracy	Use meaning-based word recognition strategies to read words, with minimal difficulty and no significant errors	Use meaning-based word recognition strategies to read words, with difficulty and a few significant and/or many minor errors	Use meaning-based word recognition strategies to read words, with great difficulty and many significant errors	
ALPHABETIC UNDERSTANDING	LA.1.1.10 Produce common letter combinations	The student: Sounds out common letter combinations when given the letters or identifies the correct letters when someone produces the sound.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Produce common letter combinations, with fluency and accuracy	Produce common letter combinations, with minimal difficulty and no significant errors	Produce common letter combinations, with difficulty and a few significant and/or many minor errors	Produce common letter combinations, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	LA.1.1.11 Recognize grade-appropriate categories of words	The student: Selects words, with or without pictures, that belong to grade-level appropriate categories (e.g., beginning letter, ending letter, letter sound) and concepts (e.g., plants, animals, food, toys).			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Recognize grade-appropriate categories of words, with fluency and accuracy	Recognize grade-appropriate categories of words, with minimal difficulty and no significant errors	Recognize grade-appropriate categories of words, with difficulty and a few significant and/or many minor errors	Recognize grade-appropriate categories of words, with great difficulty and many significant errors	
VOCABULARY AND CONCEPT DEVELOPMENT	LA.1.1.12 Use new grade-appropriate vocabulary introduced in stories and informational texts	The student: Recognizes new or unknown words encountered in reading, defines them, and uses them appropriately in oral or written activities.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use new grade-appropriate vocabulary introduced in stories and informational texts, with fluency, accuracy, and precision	Use new grade-appropriate vocabulary introduced in stories and informational texts, with no significant errors	Use new grade-appropriate vocabulary introduced in stories and informational texts, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary introduced in stories and informational texts, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOCABULARY AND CONCEPT DEVELOPMENT	LA.1.1.13 Use previous experiences to understand words in texts		The student: Validates, expands, or questions meanings of words encountered in texts by connecting them to people, things, or events from previous experience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the relationship between relevant previous experiences and words in texts	Use relevant previous experiences to understand words in texts	Sometimes use previous experiences to understand words in texts or use experiences that are only partially related to the words	Rarely use previous experiences to understand words in texts or use experiences that are irrelevant to the words
FLUENCY	LA.1.1.14 Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation		The student: Demonstrates fluency in reading high-frequency words and takes appropriate pauses at the end of sentences when reading aloud.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Expressively read aloud with accuracy and at an appropriate rate while adhering to end punctuation	Read aloud with reasonable accuracy and at an appropriate rate while adhering to end punctuation	Read aloud, with some accuracy, at a somewhat appropriate rate, and with some attention to end punctuation	Read aloud, with minimal accuracy, at an inappropriate rate, and without adhering to end punctuation

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Grade 1

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
LOCATING SOURCES/ GATHERING INFORMATION	LA.1.1.15 Recognize the specific information offered by different parts of a book	The student: Recognizes the type of information a title page, book jacket, and table of contents offer and uses this knowledge to pick books to read and locate specific books.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Describe different parts of a book and the information they offer, with accuracy	Recognize the specific information offered by different parts of a book, with no significant errors	Recognize the specific information offered by different parts of a book, with a few significant errors	Recognize the specific information offered by different parts of a book, with many significant errors	

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Grade 1

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.1.2.1 Explain how a title page, illustrations, and key words can convey information		The student: Identifies words and illustration on title page and wonders aloud about contents of book; confirms and explains connection between title page and contents after reading.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, with textual evidence, how a title page, illustrations, and key words convey information	Explain how a title page, illustrations, and key words can convey information	Give examples of a title page, illustration, or key word conveying information	Identify the title page, illustrations, or key words in an informational text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CONSTRUCTING MEANING	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	The student: Previews illustrations and key words (e.g., title, signpost words, chapter or section headings) to make written or verbal predictions before reading; stops during and after reading to confirm and make comments about the accuracy of the predictions.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make and confirm insightful predictions about what will happen next or what will be learned from a text, with clarity and specific details, by previewing key words and illustrations	Make and confirm predictions that are likely to be true about what will happen next or what will be learned from a text, by previewing key words and illustrations	Make and confirm somewhat unrealistic predictions about what will happen next or what will be learned from a text, based partially on previewing key words and illustrations	Make unrealistic predictions about what will happen next or what will be learned from a text, not based on previewing key words and illustrations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.1.2.3 Use previous experiences to understand topics and concepts in texts		The student: Relates previous experiences and the experiences of others to topics and concepts in a text through class discussions or by asking questions in order to better understand the subject.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Relate previous experiences, in an insightful way, to what was read	Relate previous experiences, in a relevant way, to what was read	Relate previous experiences, in a superficial way, to what was read	Relate a previous experience with an unclear relationship to what was read
CONSTRUCTING MEANING	LA.1.2.4 Restate important information or ideas from a variety of texts		The student: Retells previously read material.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Restate the important information or ideas and some subtle information or ideas from a variety of texts	Restate important information or ideas from a variety of texts	Restate some important information or ideas from a variety of texts	Restate very little important information or ideas from a variety of texts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 1

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.1.2.5 Ask and answer who, what, when, why, where, and how questions about what is read		The student: Responds accurately to questions about a selection.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask insightful questions and answer, with accuracy, who, what, when, why, where, and how questions about what is read	Ask relevant questions and answer, with no significant errors, who, what, when, why, where, and how questions about what is read	Ask obvious questions and answer, with a few significant and/or many minor errors, who, what, when, why, where, and how questions about what is read	Ask unclear questions and answer, with many significant errors, who, what, when, why, where, and how questions about what is read

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LITERARY ELEMENTS	LA.1.3.1 Identify the basic story elements of character and setting		The student: Uses drama, art, and writing (e.g., movement, choral reading, mime, sketching, making a diorama, sculpting, pictures, pictures with words) to identify basic story elements.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe the basic story elements of character and setting	Identify the basic story elements of character and setting	Recognize the basic story elements of character and setting	Recognize that stories contain characters or settings

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Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL CONNECTION	LA.1.3.2 Relate personal experiences to what was read		The student: Connects a person, incident, or circumstance from own experience with a selection of literature.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Relate personal experiences, in an insightful way, to what was read	Relate personal experiences, in a relevant way, to what was read	Relate personal experiences, in a superficial way, to what was read	Relate a personal experience with an unclear relationship to what was read

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	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 information about familiar topics • reflections on learning 		The student: Writes narratives about familiar topics, pieces that explain or inform, and reflections on what has been learned.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	LA.1.4.2 Write complete sentences		The student: Writes statements that express complete thoughts; includes a subject, verb, and, if appropriate, a complement.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write complete sentences, with accuracy	Write complete sentences, with no significant errors	Write statements, with a few significant and/or many minor errors	Write incomplete sentences, with many significant errors
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.1.4.3 Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences		The student: Writes in word strings, simple sentence patterns, and multiple sentences with correct spacing, capital letters, and end punctuation (e.g., period, question mark, and exclamation point).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation and capitalization, with accuracy, and use neat, legible handwriting	Write and edit for grade-appropriate punctuation and capitalization, with no significant errors, and use legible handwriting	Write and edit for grade-appropriate punctuation and capitalization, with a few significant errors and/or many minor errors, and/or use somewhat legible handwriting	Write and edit for grade-appropriate punctuation and capitalization, with many significant errors, and/or use illegible handwriting

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.1.4.4 Use letter-sound knowledge and segmenting strategies to spell unfamiliar words		The student: Uses phonetic spelling and segmenting strategies (e.g., saying sounds in words, looking for familiar word parts and patterns) to spell unfamiliar words.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use letter-sound knowledge and segmenting strategies to spell unfamiliar words, with accuracy	Use letter-sound knowledge and segmenting strategies to spell unfamiliar words, with no significant errors	Use letter-sound knowledge and segmenting strategies to spell unfamiliar words, with a few significant and/or many minor errors	Use letter-sound knowledge and segmenting strategies to spell unfamiliar words, with many significant errors
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.1.4.5 Edit writing to correct capitalization: <ul style="list-style-type: none"> • the pronoun <i>I</i> and proper names 		The student: Writes names and the pronoun “I” using capital letters in multiple contexts (e.g., to label work with a name, to write phrases and sentences).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate capitalization, with accuracy	Write and edit for grade-appropriate capitalization, with no significant errors	Write and edit for grade-appropriate capitalization, with a few significant and/or many minor errors	Write and edit for grade-appropriate capitalization, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.1.4.6 Edit writing to correct use of the following punctuation: <ul style="list-style-type: none"> • periods as end marks 		The student: Identifies complete sentences and inserts periods at the end.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.1.5.1 Focus on a single topic in a piece of writing		The student: Identifies a topic for writing and stays focused on that topic.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully focus on a single topic consistently throughout a piece of writing	Focus on a single topic in a piece of writing	Focus on a topic throughout some parts of a piece of writing	Do not focus on a topic throughout most of a piece of writing

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.1.5.2 Add simple descriptions and details to develop a topic		The student: Adds descriptive words and sensory details to develop a chosen topic in a variety of written assignments (e.g., short paragraph, picture with words, greeting card).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add relevant descriptions and creative details to develop a topic	Add relevant, simple descriptions and details to develop a topic	Add simple descriptions and details that sometimes develop a topic	Add vague or irrelevant descriptions and details that do not develop a topic
DESIGN	LA.1.5.3 Add titles and sequence ideas to organize writing		The student: Organizes writing (e.g., use of a title represents early form of a beginning, more than one detail or event is put in order, use of “the end” represents early form of a conclusion).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add insightful titles and use a highly effective sequence of ideas to organize writing	Add titles and sequence ideas to organize writing	Add obvious titles and use a sequence of ideas that is not apparent or place some ideas out of sequence	Add irrelevant titles and use an incorrect sequence of ideas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.1.5.4 Use descriptive words when writing about people, places, things, or events		The student: Uses adjectives (e.g., big, tired, red) and prepositional phrases (e.g., in a blue shirt, from Pearl City, on the white board) to describe nouns.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use creative descriptive words when writing about people, places, things, or events	Usually use relevant descriptive words when writing about people, places, things, or events	Sometimes use common descriptive words when writing about people, places, things, or events	Rarely use descriptive words when writing about people, places, things, or events or use imprecise or vague descriptive words

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.1.6.1 Express ideas through drama activities (e.g., sharing, role playing, puppetry, mime, choral reading)		The student: Engages in drama activities in order to aid comprehension, develop vocabulary, and reinforce content through actions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Clearly express ideas through creative drama activities	Express ideas through drama activities	Express redundant or somewhat irrelevant ideas through drama activities	Express irrelevant or vague ideas through drama activities

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Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	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		The student: Interacts with others (e.g., sharing materials with a partner, requesting information, seeking permission, making an apology) using speaking and listening courtesies (e.g., balanced give-and-take in conversations, “please” and “thank you,” appropriate volume).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate social conventions in various large and small group situations	Usually use appropriate social conventions in various large and small group situations	Sometimes use appropriate social conventions in various large and small group situations	Use inappropriate social conventions in various large and small group situations
DISCUSSION AND PRESENTATION	LA.1.6.3 Give and follow one- to three-step oral directions		The student: Gives one- to three-step directions and follows simple instructions to complete a task or procedure (e.g., following a recipe, completing homework).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give and follow one- to three-step oral directions, with clarity and accuracy	Give and follow one- to three-step oral directions, with no significant errors	Give and follow one- to three-step oral directions, with a few significant errors and/or many minor errors	Give and follow one- to three-step oral directions, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.1.6.4 Ask questions for clarification		The student: Formulates questions that directly seek the additional information needed to clarify the message or clear up misunderstandings.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Ask clear and thoughtful questions for clarification	Ask questions for clarification	Ask questions that partially clarify the message	Ask questions that do not clarify the message
CRITICAL LISTENING	LA.1.6.5 Use basic listening skills to focus attention on speaker and respond to a message		The student: Listens attentively by looking at speaker and shows comprehension of message through basic oral or written response.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use basic listening skills to focus attention on speaker and thoughtfully respond to a message	Usually use basic listening skills to focus attention on speaker and appropriately respond to a message	Sometimes use basic listening skills to focus attention on speaker and respond, somewhat appropriately, to a message	Rarely use basic listening skills to focus attention on speaker and respond inappropriately to a message

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Grade 1

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.1.6.6 Adjust volume and intonation (e.g., falling for statements, rising for questions) as appropriate to content and purpose		The student Speaks with expression and relates rising and falling intonation to statements, commands, and questions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently adjust volume and intonation as appropriate to content and purpose	Usually adjust volume and intonation as appropriate to content and purpose	Sometimes adjust volume and intonation as appropriate to content and purpose or adjust them in a somewhat appropriate way	Rarely adjust volume and intonation as appropriate to content and purpose or adjust them in an inappropriate way

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 1

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.1.7.1 Use personal examples and explanations to make ideas clearer in various speaking situations		The student: Draws on ideas and explanations from personal experience and prior knowledge to discuss topics, participate in group work, and ask questions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use personal examples and explanations in an insightful or creative way to make ideas clearer in various speaking situations	Use relevant personal examples and explanations that make ideas clearer in various speaking situations	Use personal examples and explanations in a way that makes ideas marginally clearer in various speaking situations	Use personal examples or explanations that do not make ideas clearer in various speaking situations
DESIGN	LA.1.7.2 Present ideas in a logical order or sequence that is easy to follow		The student: Presents ideas in some kind of logical order when speaking in various situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Present ideas in a logical order or sequence that is easy to follow and include cues that help listener to anticipate ideas	Present ideas in logical order or sequence that is easy to follow	Present ideas in an order or sequence that is sometimes difficult to follow	Present ideas in an order that is illogical or out of sequence and is thus very difficult to follow

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Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.1.7.3 Use clear and appropriate vocabulary when speaking		The student: Selects specific words appropriate for the situation and audience when speaking in various situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use clear, appropriate, and creative speaking vocabulary to fit the situation and audience	Use clear and appropriate speaking vocabulary to fit the situation and audience	Use speaking vocabulary that is somewhat vague or awkward given the situation and audience	Use speaking vocabulary that is confusing or not appropriate for the purpose and audience
CLARITY	LA.1.7.4 Use complete sentences when speaking		The student: Forms complete sentences to clearly communicate ideas and feelings in a variety of speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use complete sentences, with accuracy, when speaking	Use complete sentences, with no significant errors, when speaking	Use some complete sentences, with a few significant errors, when speaking	Use incomplete sentences, with many significant errors, when speaking

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Grade 2

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
ALPHABETIC UNDERSTANDING	LA.2.1.1 Use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading	The student: Pronounces diphthongs (e.g., <i>house</i> , <i>join</i>) and digraphs (e.g., <i>chop</i> , <i>shoe</i>) correctly when reading aloud.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use advanced phonic elements, special vowel spelling, and word endings when reading, with fluency and accuracy	Use advanced phonic elements, special vowel spelling, and word endings when reading, with minimal difficulty and no significant errors	Use advanced phonic elements, special vowel spelling, and word endings when reading, with difficulty and a few significant and/or many minor errors	Use advanced phonic elements, special vowel spelling, and word endings when reading, with great difficulty and/or many significant errors	
ALPHABETIC UNDERSTANDING	LA.2.1.2 Use structural clues to read compound words, contractions, possessives, and inflectional endings	The student: Recognizes structural clues (e.g., two familiar words combined into one, apostrophe in place of a missing letter or before an <i>s</i> at the end of a noun) encountered while reading and uses them to decode compound words, contractions, possessives, and inflectional endings of words.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use structural clues to read compound words, contractions, possessives, and inflectional endings, with fluency and accuracy	Use structural clues to read compound words, contractions, possessives, and inflectional endings, with minimal difficulty and no significant errors	Use structural clues to read compound words, contractions, possessives, and inflectional endings, with difficulty and a few significant and/or many minor errors	Use structural clues to read compound words, contractions, possessives, and inflectional endings, with great difficulty and/or many significant errors	

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Grade 2

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ALPHABETIC UNDERSTANDING	LA.2.1.3 Apply syllabication and knowledge of word structure to recognize two- and three-syllable words		The student: Recognizes common suffixes, prefixes, and root words and applies this knowledge to pronounce and decode words while reading aloud.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Apply syllabication and knowledge of word structure to recognize two- and three-syllable words, with fluency and accuracy	Apply syllabication and knowledge of word structure to recognize two- and three-syllable words, with no significant errors	Apply syllabication and knowledge of word structure to recognize two- and three-syllable words, with difficulty and a few significant and/or many minor errors	Apply syllabication and knowledge of word structure to recognize two- and three-syllable words, with great difficulty and/or many significant errors
VOCABULARY AND CONCEPT DEVELOPMENT	LA.2.1.4 Identify grade-appropriate high-frequency words		The student: Increases the number of words that can be read accurately and automatically by sight.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify grade-appropriate high-frequency words, with fluency and accuracy	Identify grade-appropriate high-frequency words, with minimal difficulty and/or no significant errors	Identify grade-appropriate high-frequency words, with difficulty and a few significant and/or many minor errors	Identify grade-appropriate high-frequency words, with great difficulty and/or many significant errors

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Grade 2

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
VOCABULARY AND CONCEPT DEVELOPMENT	LA.2.1.5 Use new grade-appropriate vocabulary introduced in stories and informational texts	The student: Recognizes new or unknown words encountered in reading, defines them, and says or writes them correctly.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use new grade-appropriate vocabulary introduced in stories and informational texts, with fluency, accuracy, and precision	Use new grade-appropriate vocabulary introduced in stories and informational texts, with no significant errors	Use new grade-appropriate vocabulary introduced in stories and informational texts, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary introduced in stories and informational texts, with great difficulty and/or many significant errors
VOCABULARY AND CONCEPT DEVELOPMENT	LA.2.1.6 Identify relationships among common synonyms and antonyms	The student: Shows a basic understanding of the relationship among synonyms and antonyms through matching, multiple choice questions, or other word activities.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the use of common synonyms and antonyms	Identify relationships among common synonyms and antonyms	Recognize common synonyms and antonyms	Recognize that words may be a synonym or antonym to another word

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Grade 2

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
FLUENCY	LA.2.1.7 Read aloud a grade-appropriate text with fluency and expression	The student: Reads aloud at an appropriate rate, using correct pronunciation, pausing at appropriate times, and emphasizing key words to demonstrate comprehension.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Read aloud a grade-appropriate text, with fluency, accuracy, and expression	Read aloud a grade-appropriate text, with fluency and expression	Read aloud a grade-appropriate text, with minimal fluency and expression	Read aloud a grade-appropriate text, with little or no fluency and expression	
LOCATING SOURCES/ GATHERING INFORMATION	LA.2.1.8 Locate information in a variety of grade-appropriate resources	The student: Finds needed information or answers a question using simple reference materials (e.g., book, dictionary) and text structures (e.g., glossary, table of contents, illustration, alphabetical order).			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Consistently locate needed information in a variety of grade-appropriate resources	Usually locate needed information in a variety of grade-appropriate resources	Sometimes locate needed information in a variety of grade-appropriate resources	Rarely locate needed information in a variety of grade-appropriate resources or locate only one or two resources	

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Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.2.2.1 Use title, table of contents, and chapter headings to locate information in informational texts		The student: Uses titles, table of contents, and chapter headings independently to find specific information in texts (e.g., to answer questions, make predictions, review content).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe the relationship between title, table of contents, and chapter headings and information in texts	Use title, table of contents, and chapter headings to locate information in informational texts	Recognize that title, table of contents, and/or chapter headings can be used to locate information in informational texts	Recognize the title, table of contents, and/or chapter headings in informational texts
CONSTRUCTING MEANING	LA.2.2.2 Make, confirm, and modify predictions about a text		The student: Makes initial predictions about the content of a text, stops throughout the text to confirm or modify the accuracy of the predictions, and makes new predictions or comments related to them.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make, confirm, and modify insightful predictions about a text, with clarity and specific details	Make, confirm, and modify predictions about a text	Make, confirm, and sometimes modify somewhat unrealistic predictions about a text	Make unrealistic predictions about a text

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Grade 2

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.2.2.3 Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts		The student: Discusses previous experience and prior knowledge related to a topic in order to make connections and deepen understanding of the text.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Connect previous experiences and prior knowledge, in an insightful way, to what was read	Connect previous experiences and prior knowledge, in a relevant way, to what was read	Connect previous experiences or prior knowledge, in a somewhat relevant way, to what was read	Relate previous experience or prior knowledge with an unclear relationship to what was read

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS— Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.2.3.1 Identify author’s message or underlying theme in fiction		The student: Names the author’s message, underlying theme, or moral in a story through class discussions and written activities.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the author’s message or underlying theme in fiction	Identify the author’s message or underlying theme in fiction	Identify a detail or some irrelevant ideas as part of the author’s message or underlying theme in fiction	Identify many irrelevant details or ideas as the author’s message or underlying theme in fiction

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Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LITERARY ELEMENTS	LA.2.3.2 Identify the story elements of character, plot, and setting		The student: Identifies and shows understanding of main characters, major plot events, and time and place of story through various activities (e.g., discussion, art, writing, drama activities).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the use of the basic story elements of character, plot, and setting	Identify the basic story elements of character, plot, and setting	Recognize the basic story elements of character, plot, and setting	Recognize that stories contain characters, plots, and settings
LITERARY ELEMENTS	LA.2.3.3 Identify basic characteristics of familiar genres (e.g., stories, poems, textbook)		The student: Names distinguishing features and characteristics of familiar genres (e.g., purpose [to entertain or to inform], format [prose, poetry], type [fiction, nonfiction]).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain the basic characteristics of familiar genres, with accuracy	Identify the basic characteristics of familiar genres, with no significant errors	Identify some basic characteristics of familiar genres, with a few significant and/or many minor errors	Identify very few basic characteristics of familiar genres or identify characteristics, with many significant errors

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Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL CONNECTION	LA.2.3.4 State a personal opinion about a fictional selection		The student: Makes spoken and written opinion statements about stories (e.g., whether he/she recommends the book to others, what his/her favorite part is, what character he/she likes best or least).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain a personal opinion about a fictional selection using textual evidence	State a personal opinion about a fictional selection	State a personal opinion somewhat connected to the content of a fictional selection	State an irrelevant personal opinion about a fictional selection

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	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 		The student: Writes narratives that follow a sequence and include some detail and pieces that explain an event (e.g., reason for being tardy) or circumstance (e.g., cafeteria ran out of lunch).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade appropriate formats for a variety of purposes and audiences

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Grade 2

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	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 		The student: Rearranges words in a sentence if they are not in the right order; writes sentences that state, question, and express; adds <i>s</i> to nouns to make them plural; and uses adjectives to describe nouns.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.2.4.3 Spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns		The student: Uses a variety of spelling strategies to spell grade-appropriate words (e.g., circles misspelled words and comes back to them; stretches out a word slowly and listens for all the sounds; uses context clues, spelling rules, and a dictionary).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors

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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				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	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 		The student: Uses correct capitalization for proper nouns (e.g., Hawaii), words at the beginning of a sentence, days of the week, and months of the year.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate capitalization, with accuracy	Write and edit for grade-appropriate capitalization, with no significant errors	Write and edit for grade-appropriate capitalization, with a few significant and/or many minor errors	Write and edit for grade-appropriate capitalization, with many significant errors
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	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 		The student: Inserts an apostrophe in place of a deleted letter(s) to form contractions and ends questions with a question mark and strongly expressed statements with an exclamation point.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors

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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				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.2.4.6 Print legibly and space letters, words, and sentences appropriately		The student: Prints letters so that they can be read and allows for enough space to set off letters, words, and sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Print very legibly and space letters, words, and sentences neatly and appropriately	Print legibly and space letters, words, and sentences appropriately	Use somewhat legible print and spacing between some letters, words, and sentences	Print illegibly and/or use spacing between letters, words, and sentences that is inaccurate or confusing

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.2.5.1 Choose and maintain a focus in a single piece of writing		The student: Chooses a topic that meets the requirements of the assignment or own interests and remains focused on that topic throughout the piece.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Choose an insightful focus and consistently maintain the focus throughout a single piece of writing	Choose and maintain a focus throughout a single piece of writing	Choose and maintain a focus throughout some parts of a single piece of writing	Choose a focus but do not maintain it throughout most of a single piece of writing or choose a focus that is vague and confusing

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Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.2.5.2 Add details from personal experience to elaborate upon and amplify ideas		The student: Develops a topic with appropriate details and descriptions to clarify meaning and create a picture in the reader’s mind.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add relevant details from personal experience to insightfully elaborate upon and amplify ideas	Add relevant details from personal experience to elaborate upon and amplify ideas	Add trivial or superficial details from personal experience that relate to but do not elaborate upon and amplify ideas	Add irrelevant details from personal experience that do not elaborate upon or amplify ideas
DESIGN	LA.2.5.3 Use a beginning, middle, and ending in a piece of writing		The student: Includes a beginning, middle, and ending to organize narrative and informational writing.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a clear and logical beginning, middle, and ending in a piece of writing	Use a beginning, middle, and ending in a piece of writing	Use an incomplete beginning, middle, or ending in a piece of writing	Use a vague beginning, middle, or ending or leave out one or two of these parts in a piece of writing

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Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.2.5.4 Use specific nouns and adjectives to describe people, places, things, or events		The student: Uses nouns and adjectives that may stretch beyond spelling capabilities because these words capture what he/she wants to say.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative and specific nouns and adjectives to describe people, places, things, or events	Use specific nouns and adjectives to describe people, places, things, or events	Use common or generic nouns and adjectives to describe people, places, things, or events when more specific words are available	Use vague or incorrect nouns and adjectives to describe people, places, things, or events
CLARITY	LA.2.5.5 Add or replace phrases and parts of sentences to make meaning clearer or more logical		The student: Rereads writing and adds or replaces phrases and parts of sentences to clarify meaning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully add or replace creative phrases and parts of sentences when needed to make meaning clearer or more logical	Add or replace phrases and parts of sentences when needed to make meaning clearer or more logical	Add or replace phrases and parts of sentences that sometimes make meaning clearer or more logical when needed	Rarely add or replace phrases and parts of sentences when needed to make meaning clearer or more logical

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 2

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.2.6.1 Use oral language to obtain information, complete a task, and share ideas with others		The student: Interacts with others for several purposes (e.g., sharing information and ideas with a partner when completing a task, assisting others with their assignments by providing information or giving suggestions, answering a question to clarify a procedure, participating in small groups to solve a simple problem).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative oral language to obtain information, complete a task, and share ideas with others, in a highly effective way	Use oral language to obtain information, complete a task, and share ideas with others	Use oral language that sometimes aids in obtaining information, completing a task, or sharing ideas with others	Use inappropriate oral language that does not aid in obtaining information, completing a task, or sharing ideas with others
DISCUSSION AND PRESENTATION	LA.2.6.2 Give an oral presentation to share information with peers		The student: Gives a simple oral presentation (e.g., participates in “share-and-tell” about a personal experience, shares information from content area learning).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a creative, highly effective oral presentation to share information with peers	Give an oral presentation to share information with peers	Give an oral presentation that shares limited information with peers	Give an oral presentation that does not share information with peers

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Grade 2

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.2.6.3 Express ideas through drama activities (e.g., role playing, skits, puppetry, choral reading, story telling)		The student: Participates in drama activities to better comprehend a text, express self, and represent learning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Clearly express ideas through creative drama activities	Express ideas through drama activities	Express redundant or somewhat irrelevant ideas through drama activities	Express irrelevant or vague ideas through drama activities
DISCUSSION AND PRESENTATION	LA.2.6.4 Use appropriate social conventions in various large and small group situations		The student: Interacts with others (e.g., solving problems in small groups, asking questions, discussing ideas) using speaking and listening courtesies (e.g., listening and giving verbal feedback, using appropriate volume and language).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use highly effective social conventions in various large and small group situations	Use appropriate social conventions in various large and small group situations	Use some typical social conventions in various large or small group situations	Use inappropriate conventions in various large or small group situations

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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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.2.6.5 Give feedback to a speaker to promote mutual understanding		The student: Uses listening and speaking strategies (e.g., eye contact, clarifying questions) to promote mutual understanding.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give clear and specific feedback to a speaker to promote mutual understanding	Give feedback to a speaker to promote mutual understanding	Give some feedback to a speaker to promote mutual understanding	Give very little feedback that promotes mutual understanding
DELIVERY	LA.2.6.6 Adjust pacing, volume, and intonation appropriate to content and purpose		The student: Conveys meaning by speaking clearly and expressively, slowing down or speeding up, and adjusting volume to the situation (e.g., small group, large class).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adjust pacing, volume, and intonation as appropriate to content and purpose	Adjust pacing, volume, and intonation as appropriate to content and purpose	Speak with some adjustment to pacing, volume, or intonation as appropriate to content and purpose	Speak with little adjustment to pacing, volume, or intonation as appropriate to content and purpose

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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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.2.6.7 Use simple gestures and eye contact to complement and enhance verbal messages		The student: Looks at the audience when speaking and uses simple hand gestures to better communicate the content of the message when speaking in small or large group situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use highly effective gestures and eye contact to complement and enhance verbal messages	Usually use simple gestures and eye contact to complement and enhance verbal messages	Sometimes use simple gestures or eye contact that complement or enhance verbal messages in a limited way	Rarely use simple gestures or eye contact or use them in a way that does not complement or enhance verbal messages

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.2.7.1 Add details and information to support ideas when speaking		The student: Supports ideas with specific information and details to communicate clearly and explain thoughts in a variety of speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add relevant details and information to support ideas when speaking, in a highly effective way	Add relevant details and information to support ideas when speaking	Add obvious or trivial details and information that somewhat support ideas when speaking	Add unclear or irrelevant details and information that do not support ideas when speaking

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Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.2.7.2 Organize ideas in a simple organization pattern or logical sequence so listeners can understand them		The student: Groups ideas and supporting details together or uses a beginning, middle, and ending when speaking so that listeners can follow and understand the intended message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Organize ideas in a highly effective pattern or logical sequence so listeners can easily understand them	Organize ideas in a simple pattern or logical sequence so listeners can understand them	Organize some ideas in a pattern or sequence so listeners partially understand them	Organize ideas in an illogical pattern or out of sequence so that it is difficult for listeners to understand them
CLARITY	LA.2.7.3 Use clear and specific vocabulary to convey the intended message		The student: Uses a growing number of words that reflect a range of interests and knowledge and that best convey ideas and the intended message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use clear and specific vocabulary to creatively convey the intended message	Use clear and specific vocabulary to convey the intended message	Use vocabulary that sometimes conveys the intended message	Use vague or imprecise vocabulary that does not convey the intended message

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Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ALPHABETIC UNDERSTANDING	LA.3.1.1 Use knowledge of sounds and letters to decode regular multi-syllabic words		The student: Reads unfamiliar words by carefully and correctly sounding out individual phonemes and blending letter combinations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use knowledge of sounds and letters to decode regular multi-syllabic words, with fluency and accuracy	Use knowledge of sounds and letters to decode regular multi-syllabic words, with minimal difficulty and/or no significant errors	Use knowledge of sounds and letters to decode regular multi-syllabic words, with difficulty and a few significant and/or many minor errors	Use knowledge of sounds and letters to decode regular multi-syllabic words, with great difficulty and/or many significant errors
ALPHABETIC UNDERSTANDING	LA.3.1.2 Use common word parts and structures to read new words		The student: Identifies common word parts (e.g., root words, prefixes, suffixes) and structures (e.g., word families, syllable patterns) and uses them to pronounce and decode new words while reading aloud.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use common word parts and structures to read new words, with fluency and accuracy	Use common word parts and structures to read new words, with minimal difficulty and/or no significant error	Use common word parts and structures to read new words, with difficulty and a few significant and/or many minor errors	Use common word parts and structures to read new words, with great difficulty and/or many significant errors

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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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOCABULARY AND CONCEPT DEVELOPMENT	LA.3.1.3 Use new grade-appropriate vocabulary, including homophones and homographs, introduced in stories, informational texts, word study, and reading		The student: Recognizes new or unknown words encountered in reading, defines them, and uses them correctly in oral or written activities.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use new grade-appropriate vocabulary, including homophones and homographs, with precision, fluency, and accuracy	Use new grade-appropriate vocabulary, including homophones and homographs, with no significant errors	Use new grade-appropriate vocabulary, including homophones and homographs, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including homophones and homographs, with great difficulty and/or many significant errors
VOCABULARY AND CONCEPT DEVELOPMENT	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		The student: Uses semantic maps, organizers, or other means to convey word relationships.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use hierarchies and categories to read increasingly complex words, with fluency and accuracy	Use hierarchies and categories to read increasingly complex words, with no significant errors	Use hierarchies and categories to read increasingly complex words, with difficulty and a few significant and/or many minor errors	Use hierarchies and categories to read increasingly complex words, with great difficulty and/or many significant errors

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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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FLUENCY	LA.3.1.5 Read grade-appropriate narrative and informational text aloud with fluency and accuracy		The student: Reads aloud with appropriate speed and variance in volume and emphasis to show comprehension and fluency.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Read aloud a grade-appropriate narrative and informational text, with fluency, accuracy, and expression	Read aloud a grade-appropriate narrative and informational text, with fluency and accuracy	Read aloud a grade-appropriate narrative and informational text, with minimal fluency or accuracy	Read aloud a grade-appropriate narrative and informational text, with little or no fluency or accuracy
LOCATING SOURCES/ GATHERING INFORMATION	LA.3.1.6 Locate information in a variety of grade-appropriate sources		The student: Finds needed information or answers a question using reference materials and text structures (e.g., book, dictionary, thesaurus, table of contents, glossary).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Locate substantive information in an extensive variety of grade-appropriate resources	Locate information in a variety of grade-appropriate resources	Locate limited information in a few grade-appropriate resources	Locate information in one or two grade-appropriate resources or locate irrelevant information

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.3.2.1 Describe how the organizational structures of informational and literary texts reflect their different purposes		The student: Explains how a story is often told chronologically and must be read from beginning to end while a nonfiction book about the same subject contains information that may be accessed randomly using the table of contents or index.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare how the organizational structures of informational and literary texts reflect their different purposes	Describe how the organizational structures of informational and literary texts reflect their different purposes	Describe different types of informational and literary texts	Recognize the purposes of informational and literary texts
CONSTRUCTING MEANING	LA.3.2.2 Confirm or revise predictions after locating evidence in the text		The student: Confirms or revises initial prediction after reading a portion of text and discovering that new information validates or discredits the prediction.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Confirm or revise insightful predictions after locating clear and specific evidence in the text	Confirm or revise predictions after locating evidence in the text	Confirm or revise predictions, based partially on evidence, or make unclear revisions to predictions	Confirm or revise predictions, without locating evidence, or make inappropriate revisions to predictions

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.3.2.3 Identify the main idea or problem and solution in a text		The student: Identifies important ideas with supporting details or problem and solution (e.g., in class discussions, reading logs, notes, graphic organizers, other activities).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the main idea or problem and solution in a text	Identify the main idea or problem and solution in a text	Sometimes identify a detail as the main idea or unclearly connect a problem with a solution in a text	Identify a detail as the main idea or inappropriately connect a problem with a solution in a text

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.3.3.1 Explain main ideas or events that develop the author’s message or underlying theme		The student: Describes how the main ideas or events in a text are connected to the message or theme.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze how main ideas and events develop the author’s message or underlying theme, with clear, specific textual evidence	Explain main ideas or events that develop the author’s message or underlying theme	Identify some of the main ideas or events that develop the author’s message or underlying theme	Identify the author’s message or underlying theme

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Grade 3

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.3.3.2 Compare characters, settings, and plots of two or more stories		The student: Identifies similarities and differences between characters, plot events, and settings of different texts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using textual evidence, the characters, settings, and plots of two or more stories	Compare the characters, settings, and plots of two or more stories	Describe the characters, setting, or plots of two or more stories	Identify the characters, setting, or plot in a story
LITERARY ELEMENTS	LA.3.3.3 Explain the difference between figurative and literal language		The student: Defines figurative language as statements that are not meant literally, identifies simple similes and idioms, and describes how these differ from examples of literal language.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare the use of figurative and literal language	Explain the difference between figurative and literal language	Explain the meaning of figurative and literal language	Recognize figurative or literal language

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Grade 3

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
PERSONAL CONNECTION	LA.3.3.4 State and support a personal opinion about a text	The student: Supports an opinion about a book or story through speaking or writing assignments (e.g., how the writer makes the reader think or feel, why the characters are realistic, how the outcome would change if a plot event were changed).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain an insightful personal opinion about a text and support it with detailed textual evidence	State and support a personal opinion about a text	State a personal opinion about a text	State a personal opinion that is irrelevant to the text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	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 		The student: Writes stories that are complete and poems with details that address one or more of the five senses, short reports on topics from other content areas, functional pieces like completing forms or surveys, letters to peers and family, responses to literature, and reflections that chart what was learned and that trace thinking.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Insightfully adapt writing to grade- appropriate formats for a variety of purposes and audiences	Adapt writing to grade- appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences	

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LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	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 		THE STUDENT: Writes sentences that issue commands or requests, uses the three basic verb tenses appropriately, adjusts the verb to match the subject, forms plurals of irregular nouns by memorizing them rather than by adding <i>s</i> , and uses adverbs to modify adjectives and other adverbs.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.3.4.3 Spell grade-appropriate high-frequency words; irregular plurals; common homophones; and words that have blends, contractions, and orthographic patterns		The student: Uses a variety of spelling strategies to spell grade-appropriate words (e.g., circles misspelled words and comes back to them, uses patterns and spelling rules, looks for word parts, breaks word into syllables, and uses dictionary and a spellchecker).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	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 		The student: Inserts commas correctly in letters, dates, addresses, and items in a simple series; replaces a deleted letter(s) with an apostrophe in a contraction; forms singular possessives by adding an apostrophe and <i>s</i> ; sets off quotations with quotation marks and ends them appropriately with a comma or end mark.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.3.4.5 Edit writing to correct capitalization: <ul style="list-style-type: none"> • geographical names • special events • titles and initials of people 		The student: Capitalizes geographical names (e.g., Diamond Head, Pacific Ocean), special events (e.g., May Day, Ironman Triathlon), and titles and initials of people (e.g., Mrs. Jane K. Doe).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Write and edit for grade-appropriate capitalization, with accuracy	Write and edit for grade-appropriate capitalization, with no significant errors	Write and edit for grade-appropriate capitalization, with a few significant and/or many minor errors	Write and edit for grade-appropriate capitalization, with many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.3.4.6 Write legibly, adhering to margins and correct spacing between letters in a word and words in a sentence		The student: Writes so that the writing can be read: forms letters correctly, leaves a margin along edges of a page, leaves spaces between letters in a word and between words in a sentence.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write neatly and legibly, adhering to margins and correct spacing between letters in a word and words in a sentence to create a highly effective product	Write legibly, adhering to margins and correct spacing between letters in a word and words in a sentence	Write with some legibility, partially adhering to margins and correct spacing between letters in a word and words in a sentence	Write with little legibility, not adhering to margins and correct spacing between letters in a word and words in a sentence
CITING SOURCES	LA.3.4.7 Differentiate between own information and information from other sources		The student: Classifies which information in an oral or written report is original and which came from an outside source.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently differentiate between own information and information from other sources and begin to integrate them in a highly effective way	Usually differentiate between own information and information from other sources	Sometimes differentiate between own information and information from other sources	Rarely differentiate between own information and information from other sources

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.3.5.1 Add details, descriptions, and information from different sources to elaborate meaning		The student: Elaborates on a chosen topic by including factual or sensory details, descriptions, and/or information from other sources.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add relevant details, descriptions, and information from different sources that insightfully elaborate meaning	Add relevant details, descriptions, and information from different sources that elaborate meaning	Add some trivial details, descriptions, and information from different sources that relate to but do not elaborate meaning	Add irrelevant or very few details, descriptions, and information from different sources that do not elaborate meaning
DESIGN	LA.3.5.2 Organize information by introducing it, elaborating on it, and drawing a conclusion about it		The student: Starts writing with a lead, develops the main idea with relevant details, and concludes in a way that ties the writing together.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Organize information in a highly effective way by smoothly introducing it, elaborating on it, and drawing a conclusion about it	Organize information by introducing it, elaborating on it, and drawing a conclusion about it	Partially organize information with a limited introduction, body, or conclusion	Ineffectively organize information with an unclear introduction, body, or conclusion

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.3.5.3 Group related ideas into paragraphs		The student: Groups sentences about the same topic or the same aspect of a topic into a paragraph. Indicates paragraphs by indenting the first line or by skipping a line between paragraphs.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Group related ideas into paragraphs to create a clear and logical organization that guides the reader	Group related ideas into paragraphs	Group some related ideas into paragraphs, but the relationship between other ideas may be superficial or unclear	Group very few related ideas into paragraphs
CLARITY	LA.3.5.4 Use specific verbs and adverbs to describe people, places, things, or events		The student: Identifies the need for descriptive word choice and uses a thesaurus or other vocabulary skills to find the best word to express the intended meaning and create a picture in the reader’s mind.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative and specific verbs and adverbs to describe people, places, things, or events	Use specific verbs and adverbs to describe people, places, things, or events	Use common or generic verbs and adverbs to describe people, places, things, or events when more specific words are available	Use vague or incorrect verbs or adverbs to describe people, places, things, or events

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.3.5.5 Write with increased sentence variety by using compound subjects, questions, or dialogue		The student: Writes with varied level of detail and structure (e.g., compound subjects, questions interspersed with statements, quoted or constructed dialogue) to enhance meaning and explain ideas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Increase sentence variety by analyzing content and using compound subjects, questions, or dialogue when appropriate	Increase sentence variety by using compound subjects, questions, or dialogue	Increase sentence variety by using some compound subjects, questions, or dialogue	Use few compound subjects, questions, or dialogue in sentences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.3.6.1 Use oral language to obtain information, complete a task, and share ideas and personal opinions with others		The student: Participates in drama activities (e.g., read aloud a play with assigned parts) in small or large groups in order to obtain information, complete a task, share ideas, and express personal opinions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative oral language to obtain information, complete a task, and share ideas and personal opinions with others, in a highly effective way	Use oral language to obtain information, complete a task, and share ideas and personal opinions with others	Use typical oral language that sometimes aids in obtaining information, completing a task, or sharing ideas and personal opinions with others	Use inappropriate oral language that does not aid in obtaining information, completing a task, or sharing ideas and personal opinions with others
DISCUSSION AND PRESENTATION	LA.3.6.2 Give a planned speech to share information with peers		The student: Plans and makes a short speech to inform (e.g., describing a personal experience, retelling a story, explaining a procedure, sharing what was learned from a unit of study or field trip).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a planned speech to share information with peers, in a highly effective way	Give a planned speech to share information with peers	Give a speech that shows some planning but shares limited information with peers	Give a speech that shows little planning and does not share information with peers

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.3.6.3 Give verbal and nonverbal feedback to a speaker to promote mutual understanding		The student: Gives verbal and nonverbal feedback to a speaker (e.g., maintain eye contact, nod to indicate agreement, look at the item indicated by the speaker).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give insightful verbal and nonverbal feedback to a speaker to promote mutual understanding	Give verbal and nonverbal feedback to a speaker to promote mutual understanding	Give superficial verbal and nonverbal feedback to a speaker that promotes some mutual understanding	Give very little relevant verbal and nonverbal feedback to a speaker to promote mutual understanding
CRITICAL LISTENING	LA.3.6.4 Clarify spoken messages by restating, questioning, or elaborating		The student: Monitors own speaking, identifies when there is a misunderstanding and supplies needed details and additional information, asks specific questions, or restates message to clarify communication.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Clarify spoken messages when needed by restating, questioning, or elaborating, with specific details, in a highly effective way	Clarify spoken messages when needed by restating, questioning, or elaborating	Clarify some spoken messages when needed or only partially clarify a message by restating, questioning, or elaborating	Clarify very few spoken messages when needed by restating, questioning, or elaborating or use these listening strategies ineffectively

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Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.3.6.5 Vary expression, level, pacing, and intonation according to content and purpose		The student: Conveys meaning by speaking clearly and expressively, slowing down or speeding up, pausing for emphasis, and raising and adjusting volume to be heard.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Vary expression, level, pacing, and intonation, in a highly effective way, according to content and purpose	Vary expression, level, pacing, and intonation according to content and purpose	Vary some expression, level, pacing, or intonation according to content and purpose	Use little variation in expression, level, pacing, or intonation according to content and purpose
DELIVERY	LA.3.6.6 Use simple gestures, eye contact, and other nonverbal language to complement and enhance verbal messages		The student: Looks at the audience when speaking and uses hand gestures and other body language to better communicate the content of the message when speaking in small or large group situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use highly effective gestures, eye contact, and other nonverbal language to complement and enhance verbal messages	Usually use simple gestures, eye contact, and other nonverbal language to complement and enhance verbal messages	Sometimes use simple gestures, eye contact, or other nonverbal language that complement and enhance verbal messages, in a limited way	Rarely use simple gestures, eye contact, or other nonverbal language or uses them in a way that does not complement or enhance verbal messages

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.3.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust speaking to grade-appropriate audience, purpose, and situation	Speak with some adjustment to grade-appropriate audience, purpose, and situation	Speak with little adjustment to grade-appropriate audience, purpose, and situation

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.3.7.1 Add concrete details and specific facts to support and develop ideas when speaking		The student: Uses relevant information, including concrete details and facts, to explain a point or convey an idea in a variety of speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add concrete details and specific facts to support and develop ideas when speaking, in a highly effective way	Add concrete details and specific facts to support and develop ideas when speaking	Add obvious or trivial details and facts that partially support and develop ideas when speaking	Add vague details and irrelevant facts that do not support and develop ideas when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 3

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.3.7.2 Group similar ideas around major points when speaking		The student: Organizes ideas around major points that maintain a focus so that listeners can follow the train of thought and understand the intended message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Group similar ideas around major points when speaking to create a clear and highly effective organization	Group similar ideas around major points when speaking	Group some similar ideas around major points when speaking	Group very few similar ideas around major points when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	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	The student: Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use new grade-appropriate vocabulary, including homophones and homographs, with fluency, accuracy, and precision	Use new grade-appropriate vocabulary, including homophones and homographs, with no significant errors	Use new grade-appropriate vocabulary, including homophones and homographs, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including homophones and homographs, with great difficulty and many significant errors or rarely use new vocabulary	
LOCATING SOURCES/ GATHERING INFORMATION	LA.4.1.2 Use print and online resources to clarify meaning and usage	The student: Uses a dictionary, thesaurus, or computer when encountering an unknown word to look for correct spelling, seek to improve word choice, or check for appropriate use.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use print and online resources to clarify meaning and usage, in a highly effective way	Use print and online resources to clarify meaning and usage	Use print and online resources to partially clarify meaning and usage	Use print and online resources that do not help clarify meaning and usage	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.4.2.1 Describe how common graphic structures (e.g., typeface, headings, illustrations) organize information in texts		The student: Finds specific information by using common graphic structures when reading maps, bell schedules, menus, or other texts. Notes features like map legends, tabular organization, and large typeface for days of the week; identifies how these structures help a reader locate information more efficiently.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, how common graphic structures organize information in texts	Describe, in detail, how common graphic structures organize information in texts	Describe, in some detail, how common graphic structures organize information in texts	Describe, in minimal detail, how common graphic structures organize information in texts
UNDERSTANDING TEXT STRUCTURES	LA.4.2.2 Use organizational patterns (e.g., sequential, cause and effect) to access and understand information		The student: Recognizes simple structural patterns (e.g., chronological or sequential, cause and effect) and uses knowledge of the pattern to predict and anticipate and find information in the process of reading.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use organizational patterns to access and understand complex information, in a highly effective way	Use organizational patterns to access and understand information	Use organizational patterns in a way that gives limited access to and/or understanding of information	Use organizational patterns in a way that does not help access and understand information

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.4.2.3 Describe and use text structures common to many texts (e.g., index, glossary, bibliography)		The student: Locates text features like the index, glossary, and bibliography in a text. Knows what kind of information they provide, how the information is arranged, and when to use these features.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, and use text structures common to many texts, in a highly effective way	Describe, in detail, and use text structures common to many texts	Describe, in some detail, text structures common to many texts or use text structures in a limited way	Describe, in minimal detail, text structures common to many texts or use text structures incorrectly
CONSTRUCTING MEANING	LA.4.2.4 Distinguish fact from opinion and cause from effect when reading informational texts		The student: Differentiates which key points are facts and which ones are opinions; identifies an effect and links it to a cause.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Distinguish, with clarity and specific detail, fact from opinion and cause from effect	Distinguish fact from opinion and cause from effect when reading informational texts	Compare fact to opinion or compare cause to effect when reading informational texts	Recognize that there is a difference between fact and opinion or cause and effect

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 2: Reading: READING COMPREHENSION—Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.4.2.5 Summarize main points found in informational texts		The student: Tells or writes the main points after reading. Recognizes why these are the key ideas, that is, distinguishes them from the supporting details.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Summarize the main points and describe their connection to the main idea or focus in informational texts	Summarize the main points found in informational texts	Produce a summary that mixes insignificant points with main points	Summarize information not necessary to understanding the main points of informational texts, or repeat original text rather than summarize

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.4.3.1 Explain the problem or conflict in a story and how it is resolved		The student: Identifies the major problem or primary conflict and describes how the problem or conflict is worked out.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, the problem or conflict in a story and how it is resolved	Explain, in detail, the problem or conflict in a story and how it is resolved	Explain, in some detail, the problem or conflict in a story and how it is resolved	Explain, in minimal detail, the problem or conflict in a story and how it is resolved

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.4.3.2 Explain how a theme is used across various genres and texts		The student: Identifies a theme in one text and explains how this theme is worked out in another text or genre.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how a theme is used across various genres and texts	Explain, in detail, how a theme is used across various genres and texts	Explain, in some detail, how a theme is used across various genres and texts	Explain, in minimal detail, how a theme is used across various genres and texts
CRITICAL STANCE	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		The student: Describes the author’s use of language and literary elements (e.g., dialogue, word choice, repetition). Explains how this use contributes to the effectiveness of the text (e.g., the dialogue makes the characters seem like real fourth graders; the use of Swahili words for the animals supports the setting; repeating the girl’s pet name for her dog makes her loss even sadder).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how the author’s choice of language and use of literary elements contribute to the author’s purpose and the effectiveness of the text	Explain, in detail, how the author’s choice of language and use of literary elements contribute to the author’s purpose and the effectiveness of the text	Explain, in some detail, how the author’s choice of language or use of literary elements contributes to the author’s purpose or the effectiveness of the text	Explain, in minimal detail, how the author’s choice of language or use of literary elements contributes to the author’s purpose or the effectiveness of the text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LITERARY ELEMENTS	LA.4.3.4 Describe the comparisons made by similes and metaphors		The student: Defines simile and metaphor. Identifies examples of these figures of speech in poems or other literary texts when participating in oral or written response activities. Describes the two persons or things being compared and the point of the comparison (e.g., the boy’s bedroom is being compared to a pigpen, and the point of comparison is messiness).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, the comparisons made by similes and metaphors	Describe, in detail, the comparisons made by similes and metaphors	Recognize simile or metaphor and describe, in some detail, the comparison being made	Recognize a simile or metaphor
PERSONAL CONNECTION	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		The student: Describes a character and compares the character’s actions, dialogue, and appearance with self in order to make a personal connection with the character’s life, situation, or dilemma.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the significant, and some subtle, similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life	Analyze the significant similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life	Describe similarities and differences between the actions, motives, or appearance of a character in a narrative text and self or people in own life	Recognize similarities and differences between the actions, motives, and/or appearance of a character in a narrative text and self or people in own life

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 4

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	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 	The student: Writes narratives that indicate a setting and characters and follow a plot; poems that reveal an insight about the topic; reports that address a central question and incorporate summarized information from research; focused and detailed accounts about personal experiences; and reflections that chart what was learned or that trace thinking.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
	Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences
			Novice
			Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
Sentence Structure and Grammar	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 	The student: Constructs compound sentences; incorporates dialogue in his/her writing; correctly uses common irregular nouns and verbs; changes verb ending as appropriate to match compound subject; adds an apostrophe or an apostrophe and <i>s</i> to plural nouns to form the possessive; uses transitional words to help the reader move through a piece of writing.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.4.4.3 Spell grade-appropriate words that have a variety of spelling patterns		The student: Uses knowledge of a variety of spelling patterns (e.g., word families, syllabication, base words, affixes) to spot errors and spell new words.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	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 		The student: Inserts commas in multi-word items in a series, to separate the parts of a compound sentence, and to set off introductory phrases; replaces a letter with an apostrophe to form contractions with pronouns; underlines or, if word processing, italicizes the titles of major works and puts quotation marks around the titles of minor works.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors

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LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.4.4.5 Edit writing to correct capitalization: <ul style="list-style-type: none"> • first and important words in a title • historical periods • special events 		The student: Capitalizes the first and all important words in a title, historical periods, and special events.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate capitalization, with accuracy	Write and edit for grade-appropriate capitalization, with no significant errors	Write and edit for grade-appropriate capitalization, with a few significant and/or many minor errors	Write and edit for grade-appropriate capitalization, with many significant errors
PUNCTUATION, CAPITALIZATION, SPELLING, AND HANDWRITING	LA.4.4.6 Write legibly and fluently in print or cursive		The student: Writes in print or cursive so that writing can be read; writes with sufficient ease that he or she can keep up with the pace required.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write legibly and fluently in print and cursive	Write legibly and fluently in print or cursive	Write with some legibility and fluency in print or cursive	Write with very little legibility and fluency in print or cursive

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.4.4.7 Writes a simple bibliography entry for a book and website (e.g., author, title, publisher, copyright)		The student: Follows a format and proper style to cite a source(s) in a report.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write a simple bibliography entry, with accuracy and completeness	Writes a simple bibliography entry, with no significant errors	Write a simple bibliography entry, with one or two missing elements or several errors in style	Write a simple bibliography entry, with most elements missing or many errors in style

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.4.5.1 Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience		The student: Generates details, examples, or facts in drafting and/or adds them during revision to enhance and support the main idea and conveys all basic information that a reader not already familiar with the topic would want to know.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use appropriate facts and interesting details that creatively develop the intended meaning and clearly anticipate the needs of the audience	Use appropriate facts and interesting details that develop the intended meaning and anticipate the needs of the audience	Use some trivial facts and obvious details that relate to but do not develop the intended meaning or anticipate the needs of the audience	Use inappropriate facts and irrelevant details that do not develop the intended meaning or anticipate the needs of the audience

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.4.5.2 Use paragraphs and transitions to organize related information and move the reader from one idea to the next		The student: Organizes related sentences into paragraphs and signals the move within and between paragraphs with transitional words and phrases.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use paragraphs and transitions to organize related information in a highly effective way and to smoothly move the reader from one idea to the next	Use paragraphs and transitions to organize related information and to move the reader from one idea to the next	Use paragraphs or transitions, in an incomplete or limited way, to organize information and to move the reader from one idea to the next	Use paragraphs or transitions in an unclear or confusing way so that they do not organize information or move the reader from one idea to the next
CLARITY	LA.4.5.3 Use figurative language to emphasize meaning		The student: During revision, changes descriptions into similes and metaphors in order to improve clarity of expression.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use innovative figurative language that creatively emphasizes meaning	Use figurative language to emphasize meaning	Use figurative language that does not emphasize the meaning	Use figurative language that does not clarify meaning

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.4.5.4 Use a variety of simple and compound sentence structures for fluency and to support meaning		The student: Writes both simple and compound sentences to aid the reader in understanding the intended message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Increase sentence variety and fluency by analyzing content and using simple and compound sentence structures that support meaning, in a highly effective way	Use a variety of simple and compound sentence structures for fluency and to support meaning	Use simple and compound sentence structures with some fluency and to support meaning, in a limited way	Use simple and compound sentence structures that do not show fluency or support meaning
VOICE	LA.4.5.5 Convey enthusiasm for the topic		The student: Projects the point of view of the individual writer through word choice and content (e.g., expresses what the writer truly thinks and feels, not what he/she thinks someone else wants to hear).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Convey strong enthusiasm for the topic	Convey enthusiasm for the topic	Convey some enthusiasm for the topic	Convey little enthusiasm for the topic

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.4.6.1 Participate in grade-appropriate oral group activities		The student: Uses listening and speaking skills in group activities (e.g., use subject-related information and vocabulary, relate ideas and observations, use examples and several sources for information) in order to collaborate on a task, study a topic of concern, or work through solutions to a problem.	
	Rubric			
	Advanced	Proficient	Partially Proficient	Novice
	Participate in grade-appropriate oral group activities, in a highly effective way	Participate in grade-appropriate oral group activities	Participate in grade-appropriate oral group activities, in a limited way or in a way that only partially facilitates the group’s work	Participate very little in grade-appropriate oral group activities or participate in a way that does not facilitate the group’s work
DISCUSSION AND PRESENTATION	LA.4.6.2 Give short, informal presentations to inform or persuade		The student: Gives short, informal presentations to inform or persuade on topics of interest or concern to self and others (e.g., defend a viewpoint during class discussions, present a finished product).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give creative, short, highly effective informal presentations to inform or persuade	Give short, informal presentations to inform or persuade	Give short, informal presentations that are somewhat informative or persuasive	Give short, informal presentations that do not inform or persuade

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.4.6.3 Use visual structures and summarize key ideas when listening to oral messages in order to improve comprehension		The student: Recalls oral messages by creating mental pictures while listening and later summarizing the main ideas in own words orally or in writing.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use highly effective visual structures and clearly summarize key ideas in order to improve comprehension	Use visual structures and summarize key ideas in order to improve comprehension	Use visual structures or summaries that partially improve comprehension	Use irrelevant visual structures or vague summaries that do not improve comprehension
CRITICAL LISTENING	LA.4.6.4 Distinguish between supporting facts and opinions in oral messages		The student: Listens critically to others’ messages and differentiates which statements are facts and supporting evidence and which statements are the opinions of the speaker.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Distinguish between supporting facts and opinions in oral messages, with accuracy	Distinguish between supporting facts and opinions in oral messages, with no significant errors	Distinguish between supporting facts and opinions in oral messages, with a few significant and/or many minor errors	Distinguish between supporting facts and opinions in oral messages, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.4.6.5 Vary expression, pacing, pitch, and intonation according to content and purpose		The student: Changes the pitch of voice, the speed of delivery, and vocal levels to appropriately emphasize the content of the speech in formal and informal contexts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully vary expression, pacing, pitch, and intonation according to content and purpose	Vary expression, pacing, pitch, and intonation according to content and purpose	Speak with some variation in expression, pacing, pitch, and intonation according to content and purpose	Speak with little variation in expression, pacing, pitch, and intonation according to content and purpose
DELIVERY	LA.4.6.6 Use gestures, facial expressions, and consistent eye contact to engage listeners and enhance the spoken word		The student: Uses appropriate gestures and facial expressions to engage the audience; establishes and maintains eye contact with listeners to build rapport and keep their attention when speaking in a variety of contexts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use highly effective gestures, facial expressions, and consistent eye contact to engage listeners and enhance the spoken word	Usually use gestures, facial expressions, and consistent eye contact to engage listeners and enhance the spoken word	Sometimes use gestures, facial expressions, or consistent eye contact to engage listeners and enhance the spoken word, in a limited way	Rarely use gestures, facial expressions, or consistent eye contact or uses them in a way that does not engage listeners or enhance the spoken word

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.4.6.7 Monitor feedback from listeners to check for understanding		The student: Observes listener’s reactions to what was said and checks perception when misunderstanding occurs by using restatement or questioning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently monitor feedback from listeners to check for understanding	Usually monitor feedback from listeners to check for understanding	Sometimes monitor feedback from listeners to check for understanding	Rarely monitor feedback from listeners to check for understanding
DELIVERY	LA.4.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEDIA COMPREHENSION AND INTERPRETATION	LA.4.6.9 Identify techniques used to convey messages in visual media		The student: Identifies differences between video and other media (e.g., animation, different tones of voice in audio productions, adjusting media for different audiences, various uses of settings).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain how techniques are used to convey messages in visual media	Identify techniques used to convey messages in visual media	Recognize that visual media use techniques to convey messages	Recall messages conveyed in visual media

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.4.7.1 Use prior knowledge, input from others, and text resources to develop ideas for speaking		The student: Gathers ideas and information for the content of a presentation by brainstorming prior knowledge on the topic, discussing the topic with peers, and/or researching and reading materials on the subject.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use relevant information from prior knowledge, input from others, and text resources to creatively develop ideas for speaking	Use relevant information from prior knowledge, input from others, and text resources to develop ideas for speaking	Use some obvious or trivial information from prior knowledge, input from others, and text resources that relate to but do not develop ideas for speaking	Use very little information from prior knowledge, input from others, and text resources or use information that does not help develop ideas for speaking
MEANING	LA.4.7.2 Add details to support meaning		The student: Expands and explains meaning by using details and examples.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Add insightful details to creatively support meaning	Add details to support meaning	Add some obvious or trivial details to support meaning	Add irrelevant details that do not support meaning

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 4

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.4.7.3 Organize a speech to emphasize important points and relate them to one another		The student: Draws the listener’s attention to important points by making them the focus of the speech with supporting evidence grouped around them.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully organize a speech to emphasize important points and clearly relate them to one another	Organize a speech to emphasize important points and relate them to one another	Organize a speech to emphasize only some of the important points or do not relate important points to one another	Organize a speech with emphasis on trivial points or do not relate points to one another
CLARITY	LA.4.7.4 Select words and phrases that clarify the message when speaking		The student: Uses precise and accurate vocabulary when speaking in a variety of contexts in order to best communicate ideas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully select creative words and phrases that clarify the message when speaking	Select words and phrases that clarify the message when speaking	Select common or obvious words and phrases that relate but do not clarify the message when speaking	Select vague or imprecise words and phrases that do not clarify the message when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	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	The student: Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use new grade-appropriate vocabulary, with fluency, precision, and accuracy	Use new grade-appropriate vocabulary, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, with great difficulty and many significant errors or rarely use new vocabulary	
LOCATING SOURCES/ GATHERING INFORMATION	LA.5.1.2 Use a variety of grade-appropriate print and online resources to research a topic	The student: Locates and reads reference materials, magazines, primary sources, web pages, and books to research a specific topic for a writing assignment or oral presentation.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use substantive information from an extensive variety of grade-appropriate print and online resources to thoroughly research a topic	Use relevant information from a variety of grade-appropriate print and online resources to research a topic	Use some relevant information from a few grade-appropriate print and online resources to research a topic	Use very little relevant information from grade-appropriate print and online resources to research a topic	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.5.2.1 Use organizational patterns (e.g., compare and contrast, proposition and support) to access information		The student: Recognizes compare and contrast and proposition and support as ways of organizing information. Uses knowledge of these patterns to anticipate and locate the kind of information contained in a text as well as the signals like transition words and formatting that can provide clues to the reader.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use organizational patterns to access complex information, in a highly effective way	Use organizational patterns to access information	Use some organizational patterns to access information or use them in a way that accesses limited information	Use very few organizational patterns to access information or use them in a way that does not access information
CONSTRUCTING MEANING	LA.5.2.2 Make inferences and draw conclusions about grade-appropriate texts		The student: Knows that information and ideas are not always explicitly stated but must be inferred from the information provided. Moves from a fact or group of facts (e.g., door was found ajar, items were scattered, briefcase was missing) to an inference or conclusion (e.g., the office had been burglarized).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make inferences and draw conclusions about grade-appropriate texts that have much clear and specific support	Make inferences and draw conclusions about grade-appropriate texts that have adequate support	Make inferences or draw conclusions about grade-appropriate texts that are not fully supported	Make inferences or draw conclusions about grade-appropriate texts that have little or no support

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.5.2.3 Distinguish between explicit and implied information		The student: Points to part of text containing explicit information. Recognizes that some information in the text is implied by the author or inferred by the reader and differentiates this implied information from explicit information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Distinguish between explicit and implied information, with accuracy	Distinguish between explicit and implied information, with no significant errors	Distinguish between explicit and implied information, with a few significant and/or many minor errors	Distinguish between explicit and implied information, with many significant errors

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.5.3.1 Cite specific information or ideas in the text that support and develop the author’s message or theme		The student: States the message or theme. Lists details from the text that contribute to the message or theme.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare how specific information or ideas in the text support and clearly develop the author’s message or theme	Cite specific information or ideas in the text that support and develop the author’s message or theme	Cite information or ideas in the text that somewhat support or develop the author’s message or theme	Cite information or ideas in the text that are irrelevant to the author’s message or theme

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.5.3.2 Explain the relationship between plot events and how they build to the resolution of the selection’s primary conflict		The student: Traces plot development; explains how the separate incidents in the plot are related (e.g., cause and effect, coincidence) and how they collectively build to the climax and resolution.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, the relationship between plot events and how they build to the resolution of the selection’s primary conflict	Explain, in detail, the relationship between plot events and how they build to the resolution of the selection’s primary conflict	Explain, in some detail, the relationship between plot events or how they build to the resolution of the selection’s primary conflict	Explain, in minimal detail, the relationship between plot events or how they build to the resolution of the selection’s primary conflict
INTERPRETIVE STANCE	LA.5.3.3 Explain how characters evolve over the course of a work		The student: Describes why a specific character changes and lists the events or people that might have caused the changes.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how characters evolve over the course of a work	Explain, in detail, how characters evolve over the course of a work	Explain, in some detail, how characters evolve over the course of a work	Explain, in minimal detail, how characters evolve over the course of a work

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	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		The student: Chooses a literary element (e.g., setting). Describes how it is realized in two different texts (e.g., in the first story the setting is a science classroom; in the second story the setting is the grandmother’s home in the country). Explains which is more effective and why (e.g., the science classroom is more effective because it is described in detail and because the plot—the girls’ attempt to transform the class bully into a toad—is directly connected to the laboratory equipment).	
RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice
	Analyze a literary element as it occurs in two or more texts and explain, in clear and precise detail, how effectively it is realized in each text	Compare a literary element as it occurs in two or more texts and explain, in detail, how effectively it is realized in each text	Identify a literary element as it occurs in two or more texts and explain, in some detail, how it is realized in each text	Recognize a literary element as it occurs in two or more texts and explain, in minimal detail, how it is realized in each text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.5.3.5 Describe how the author’s choice of words or use of imagery contributes to overall quality and reader’s enjoyment	<p>The student: Describes how word choice or imagery is used in the text (e.g., there are repeated descriptions of the farm where the boy’s grandfather lived before moving in with his daughter’s family; the adjectives describe the simple things of daily life: the smell of hot loaves of bread, the crispness of sheets dried outside in the sun, the taste of a blade of grass clenched between teeth). Tells how this contributes to overall quality (e.g., the boy—and the reader—begin to appreciate why it is so hard for the grandfather to adjust to living in an apartment).</p>	
RUBRIC			
	Advanced	Proficient	Partially Proficient
	Describe, in clear and precise detail, how the author’s choice of words and use of imagery contribute to overall quality and reader’s enjoyment	Describe, in detail, how the author’s choice of words or use of imagery contributes to overall quality and reader’s enjoyment	Describe, in some detail, how the author’s choice of words or use of imagery contributes to overall quality and reader’s enjoyment
			Novice
			Describe, in minimal detail, how the author’s choice of words or use of imagery contributes to overall quality and reader’s enjoyment

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LITERARY ELEMENTS	LA.5.3.6 Identify the meaning of common idioms (e.g., <i>from the frying pan into the fire, cat got your tongue, raining cats and dogs</i>) found in a text		The student: Recalls that idioms are not meant to be defined literally. Identifies the meanings of common idioms and, if helpful in learning the meaning, the origin of the idiom.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the precise meaning and/or origins of common idioms found in a text	Identify the meaning of common idioms found in a text	Identify, with some misconceptions, the meaning of common idioms found in a text	Identify, with serious misconceptions, the meaning of common idioms found in a text
PERSONAL CONNECTION	LA.5.3.7 Describe similarities and differences between characters and themes in literary texts and personal or real world experiences		The student: Makes text-to-self/life connections by comparing characters and themes in texts to personal experiences (e.g., how experiences in own life help connect with the plot or character, why the text is of personal interest, how a theme relates to issues in real life, how information in the text fits with prior knowledge) through Venn diagrams, compare-contrast paragraphs, or other class activities.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, similarities and differences between characters and themes in literary texts and personal or real world experiences	Describe, in detail, similarities and differences between characters and themes in literary texts and personal or real world experiences	Describe, in some detail, similarities and differences between characters and themes in literary texts and personal or real world experiences	Describe, in minimal detail, similarities and differences between characters or themes in literary texts and personal or real world experiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	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 		The student: Writes narratives that include all major components; poems that use figurative language to convey a theme or impression; reports organized around a question and incorporating research; responses to literature; functional pieces like forms; notes summarizing a lesson, meeting, or research; reflections to record what has been learned and to trace thinking.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	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 	The student: Constructs complex sentences; varies sentence structure by interspersing phrases and clauses; selects pronouns that agree with their antecedents in gender, number, and case; uses appositives and relative clauses to describe people, events, and other nouns.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
Sentence Structure and Grammar	LA.5.4.3 Recognize and correct run-on sentences and fragments		The student: Recognizes run-on sentences and rewrites them as two or more separate sentences; recognizes fragments and adds what is necessary to make them into complete sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recognize and correct run-on sentences and fragments, with accuracy	Recognize and correct run-on sentences and fragments, with no significant errors	Recognize and correct run-on sentences and fragments, with a few significant and/or many minor errors	Recognize and correct run-on sentences and fragments, with many significant errors
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.5.4.4 Use a variety of strategies and resources to spell grade-appropriate words		The student: Uses dictionaries, conferring with peers, lists, word parts, word recognition strategies, or spelling rules to check the spelling of unfamiliar words.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.5.4.5 Edit writing to correct use of following punctuation: <ul style="list-style-type: none"> • parentheses • commas with relative clauses • commas with appositives, if needed 		The student: Encloses additional but not essential information in parentheses; sets off relative clauses and appositives with commas, if needed.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors
CITING SOURCES	LA.5.4.6 Write bibliographical entries for periodicals		The student: Follows a model to cite sources in a report.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write bibliography entries for periodicals, with accuracy and completeness	Write bibliography entries for periodicals, with no significant errors	Write bibliography entries for periodicals, with one or two missing elements or several errors in style	Write bibliography entries for periodicals, with most elements missing or many errors in style

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.5.5.1 Use information from appropriate sources: self, peers, and a variety of grade-appropriate sources		The student: Includes information in writing that was obtained from peers (e.g., participation in writing circles, discussion groups, or work with a partner) or individual efforts (e.g., library research, internet search engines, interview, additional reading).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Integrate information from an extensive variety of appropriate sources: self, peers, and grade-appropriate sources	Use information from a variety of appropriate sources: self, peers, and grade-appropriate sources	Use information from a few appropriate sources: self, peers, and grade-appropriate sources	Use information from one or two appropriate sources: self, peers, and grade-appropriate sources
MEANING	LA.5.5.2 Use significant details and relevant information to develop meaning		The student: Includes attention-getters, vivid descriptions, or unusual facts gathered during drafting or added during revision.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use significant details and clear, relevant information to insightfully develop meaning	Use significant details and relevant information to develop meaning	Use some obvious details and typical information that are related to but do not develop meaning	Use insignificant details and irrelevant information that do not develop meaning

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.5.5.3 Organize writing to exclude extraneous details and inconsistencies		The student: Writes with clear organization (e.g., main ideas and details, chronological) and with no unrelated parts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully organize writing to exclude extraneous details and inconsistencies	Organize writing to exclude extraneous details and significant inconsistencies	Organize writing but include some extraneous details or include significant inconsistencies	Include many extraneous details and significant inconsistencies in writing
DESIGN	LA.5.5.4 Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness		The student: Organizes thoughts and ideas in writing by using transitional words, phrases, and devices to introduce a new idea, indicate a change in aspect, or signal an example or detail.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use innovative transitional words or phrases between sentences and paragraphs to smoothly guide the reader and give the writing cohesiveness	Use transitional words or phrases between sentences and paragraphs to guide the reader and give the writing cohesiveness	Use some obvious transitional words or phrases between sentences and paragraphs that partially guide the reader and give the writing some cohesiveness	Use very few or imprecise transitional words or phrases between sentences and paragraphs that do not guide the reader or give the writing cohesiveness

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.5.5.5 Use clear and precise vocabulary to support meaning		The student: Notes areas of confusion and vague vocabulary during revision and searches for more precise words to express self by using a thesaurus and/or conferring with others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use clear and precise vocabulary to creatively and thoroughly support meaning	Use clear and precise vocabulary to support meaning	Use common or clichéd vocabulary that sometimes supports meaning	Use vague or imprecise vocabulary that does not support meaning
CLARITY	LA.5.5.6 Improve clarity by combining sentences, varying sentences, or rearranging text		The student: Rereads writing looking for areas where the meaning is not clear; revises by combining, varying, or rearranging sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Improve clarity by analyzing content and combining sentences, varying sentences, or rearranging text when appropriate	Improve clarity by combining sentences, varying sentences, or rearranging text when appropriate	Improve clarity by sometimes combining sentences, varying sentences, or rearranging text when appropriate	Improve clarity very little by rarely combining sentences, varying sentences, or rearranging text when appropriate

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOICE	LA.5.5.7 Adjust voice to suit the purpose and form of writing (e.g., funny story, report, serious poem)		The student: Uses words and phrases intended to capture the reader’s attention (e.g., similes, metaphors, unusual descriptions), advance the writer’s purpose, and reveal an individual who is committed to the topic and gaining confidence as a writer.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write with insightful adjustments in voice to suit the purpose and form of writing	Write with adjustments in voice to suit the purpose and form of writing	Write with some adjustment in voice to suit the purpose and form of writing	Write with little adjustment in voice to suit the purpose and form of writing

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.5.6.1 Use speaking and listening skills to fill a prescribed role in group activities		The student: Assumes various responsibilities necessary to effective groups (e.g., leader, recorder, facilitator, participant).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use speaking and listening skills to fill a prescribed role in group activities, in a highly effective way	Use speaking and listening skills to fill a prescribed role in group activities	Use some speaking and listening skills that assist in filling a prescribed role in group activities, in a limited way	Use irrelevant speaking and listening skills that do not relate to a prescribed role in group activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.5.6.2 Give informal presentations or reports to inform		The student: Organizes and gives informal presentations or reports of information (e.g., research information concerning a project and relate findings to class or group, report individual or group progress on a project, present a finished product).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give highly effective informal presentations or reports that clearly inform	Give effective informal presentations or reports to inform	Give marginal informal presentations or reports that somewhat inform	Give ineffective informal presentations or reports that do not inform
CRITICAL LISTENING	LA.5.6.3 Recall oral messages by noting key ideas and relating them to the speaker’s purpose		The student: Recalls oral messages by focusing on the speaker’s purpose and taking notes on key ideas while listening and relating them to the speaker’s purpose.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Recall oral messages accurately by clearly noting key ideas and relating them to the speaker’s purpose, in a highly effective way	Recall oral messages by noting key ideas and relating them to the speaker’s purpose, with no significant errors	Recall part of an oral message by noting a few key ideas and relating them to the speaker’s purpose, or recall an oral message with a few significant and/or many minor errors	Recall little of an oral message by noting very few key ideas and not relating them to the speaker’s purpose, or recall an oral message with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.5.6.4 Form an opinion or draw a conclusion about key points in oral messages		The student: Listens critically and asks for supporting evidence, if insufficient, to form a personal opinion and/or draw conclusions about an oral message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Form insightful opinions or draw strong conclusions about specific key points in oral messages	Form an opinion or draw a conclusion about key points in oral messages	Form an opinion or draw a conclusion only partially related to key points in oral messages	Form an opinion or draw a conclusion unrelated to key points in oral messages
DELIVERY	LA.5.6.5 Vary pitch and stress to emphasize intended meaning		The student: Changes pitch and stresses rhythm patterns of words and phrases to appropriately emphasize the content of a speech in formal and informal contexts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully vary pitch and stress to emphasize intended meaning	Vary pitch and stress to emphasize intended meaning	Speak with some variation in pitch and stress to emphasize intended meaning	Speak with very little variation in pitch and stress to emphasize intended meaning

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.5.6.6 Use gestures, facial expressions, and eye contact to enhance the spoken word		The student: Uses appropriate gestures and facial expressions at various times during a presentation in order to emphasize the content and hold the audience’s attention; makes eye contact with the whole of the audience by paying attention to all sections of a room when speaking to large groups.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use highly effective gestures, facial expressions, and eye contact to creatively enhance the spoken word	Use gestures, facial expressions, and eye contact to enhance the spoken word	Use some gestures, facial expressions, or eye contact to enhance the spoken word in a limited way	Use very few gestures, facial expressions, or eye contact or use them in a way that does not enhance the spoken word
DELIVERY	LA.5.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust dialect to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEDIA COMPREHENSION AND INTERPRETATION	LA.5.6.8 Describe how advertising techniques are used in various media		The student: Listens to audio-visual commercials and reads magazine advertisements and other media to describe sales approaches and techniques aimed at children, appealing elements used in memorable commercials, and possible reasons for the choice of specific visual images.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, how advertising techniques are used in various media	Describe, in detail, how advertising techniques are used in various media	Describe, in some detail, how advertising techniques are used in various media	Describe, in minimal detail, how advertising techniques are used in various media

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.5.7.1 Combine ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas		The student: Gathers facts, examples, and other support for the main ideas in the presentation by combining the best ideas from brainstorming prior knowledge on the topic, discussing the topic with peers, and/or researching and reading materials on the subject.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Smoothly combine ideas from prior knowledge, input from others, and text resources to creatively elaborate on and thoroughly support ideas	Combine relevant ideas from prior knowledge, input from others, and text resources to elaborate on and support ideas	Use some predictable or trivial ideas from prior knowledge, input from others, and/or text resources that relate to but do not elaborate on and support ideas	Do not use ideas from prior knowledge, input from others, and text resources or use ideas that do not help elaborate on and support ideas
DESIGN	LA.5.7.2 Include an introduction, transitions, and a conclusion to organize speaking		The student: Helps listeners understand the sequence and relationship of ideas by previewing the message, using transitions (e.g., first, second, third; for example; in conclusion) and summarizing.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Include an insightful introduction, smooth transitions, and a highly effective conclusion to organize speaking	Include an introduction, transitions, and a conclusion to organize speaking	Include an incomplete introduction, transitions, or a conclusion to somewhat organize speaking	Include a confusing introduction, transitions, or a conclusion that does not organize speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 5

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.5.7.3 Select words and construct sentences to clarify message when speaking		The student: Uses precise and accurate vocabulary, vivid descriptions, and appealing language when appropriate to best communicate ideas and be understood when speaking for a variety of purposes.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Select insightful words and clearly construct sentences to clarify message when speaking	Select words and construct sentences to clarify message when speaking	Select some common or clichéd words and construct sentences that relate to but do not clarify the message when speaking	Select vague words and/or construct sentences that confuse message when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	LA.6.1.1 Use grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study, including structural analysis of word parts	The student: Increases working grade-appropriate vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use grade-appropriate vocabulary, with fluency, accuracy, and precision	Use grade-appropriate vocabulary, with no significant errors	Use grade-appropriate vocabulary, with difficulty and a few significant and/or many minor errors	Use grade-appropriate vocabulary, with great difficulty and many significant errors	
LOCATING SOURCES/ GATHERING INFORMATION	LA.6.1.2 Use grade-appropriate online and print sources to research a topic	The student: Finds and reads online (e.g., CD-ROM, internet, intranet, newsgroups) and traditional sources (e.g., encyclopedia, books, periodicals) to answer an inquiry arising from class or personal activities.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use substantive information from an extensive variety of grade-appropriate print and online resources to thoroughly research a topic	Use relevant information from a variety of grade-appropriate print and online resources to research a topic	Use some relevant information from a selection of grade-appropriate print and online resources to research a topic	Use very little relevant information from grade-appropriate print and online resources to research a topic	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.6.2.1 Compare structures of texts and apply those that are most appropriate for a given purpose	The student: Recognizes differences in the text structures (e.g., an encyclopedia entry about a country is organized by topic [history, population, language, natural resources] while a nonfiction book about the same country may not follow a given pattern). Decides which structure would be more helpful in given situations.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Analyze structures of informational texts and consistently apply those that are most appropriate for a given purpose	Compare structures of informational texts to apply those that are most appropriate for a given purpose	Explain how different structures of informational texts are appropriate to different purposes	Identify structures of informational texts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.6.2.2 Use knowledge of organizational structures (e.g., logical, classification) to construct meaning from texts		The student: Recognizes logic and classification as ways of organizing information. Uses knowledge of these patterns to anticipate and locate the kind of information contained in a text as well as the signals like ordering of ideas and formatting that can provide clues to the reader.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use knowledge of organizational structures to construct substantive meaning from texts, in a highly effective way	Use knowledge of organizational structures to construct meaning from texts	Use knowledge of some organizational structures to construct meaning from texts or use them in a way that constructs limited meaning	Use knowledge of very few organizational structures to construct meaning from texts or use them in a way that does not construct meaning
CONSTRUCTING MEANING	LA.6.2.3 Draw and support conclusions about information or ideas in a text		The student: Makes inferences and forms an opinion based on information from a text (e.g., Japan was unprepared for a long war; salinity affects freezing point).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Draw and support logical conclusions about information or ideas in a text, with clarity and specific textual details	Draw and support conclusions about information or ideas in a text	Draw and partially support obvious conclusions about information or ideas in a text	Draw unrealistic or irrelevant conclusions about information or ideas in a text, with little or no support

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Grade 6

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.6.2.4 Identify evidence used to support an argument		The student: States the argument that is being discussed in an informational text (e.g., a school should require that students wear uniforms) and identifies the evidence that the writer cites to support the argument (e.g., decreased disciplinary referrals, lower clothing costs).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify evidence used to support an argument, with accuracy	Identify evidence used to support an argument, with no significant errors	Identify evidence used to support an argument, with a few significant errors	Identify evidence used to support an argument, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.6.3.1 Analyze plot, setting, characterization, or conflict to interpret theme in a literary text		The student: Chooses a literary element (e.g., conflict). Describes how the author treats this element in the story (e.g., the boy’s conflict is with his parents, who don’t trust him as much as his friends’ parents trust their children). Assess how this element relates to the theme (e.g., the theme—each person is responsible for what happens in his/her life—is directly related to the conflict: the boy’s life improves when he stops blaming his unhappiness on his belief that his parents don’t trust him).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Analyze plot, setting, characterization, or conflict to interpret theme in a literary text, in clear and precise detail	Analyze plot, setting, characterization, or conflict to interpret theme in a literary text, in detail	Analyze plot, setting, characterization, or conflict to interpret theme in a literary text, in some detail	Analyze plot, setting, characterization, or conflict to interpret theme in a literary text, in minimal detail	

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Grade 6

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.6.3.2 Explain how an author’s background is reflected in literature, including the use of language		The student: Describes how an author’s life, concerns, attitude, and writing style are reflected in the text’s themes, characters, dialogue, setting, or language use.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how an author’s background is reflected in literature, including the use of language	Explain, in detail, how an author’s background is reflected in literature, including the use of language	Identify, with some detail, how an author’s background is reflected in literature, including the use of language	Identify, in minimal detail, how an author’s background is reflected in literature, including the use of language
LITERARY ELEMENTS	LA.6.3.3 Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)		The student Defines stylistic elements and locates them in texts, especially poetry.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify and give examples of an extensive variety of stylistic elements	Identify and give examples of a variety of stylistic elements	Identify and give examples of a few stylistic elements	Identify and give examples of one or two stylistic elements

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LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LITERARY ELEMENTS	LA.6.3.4 Explain how personification and hyperbole enhance the meaning of the text		The student: Defines personification and hyperbole. Finds examples in text or labels correctly examples that are pointed out. Describes how the examples enhance the text (e.g., the use of hyperbole—calling the school lunch an insult to every cook, even the bad ones—makes the story much funnier).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Compare how personification and hyperbole enhance meaning in a text(s)	Explain how personification and hyperbole enhance meaning in a text(s)	Give examples of personification and/or hyperbole	Recognize personification and/or hyperbole in a text	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL CONNECTION	LA.6.3.5 Explain how the author’s description of setting and characters and his/her development of plot connect to self	The student: Chooses an element to investigate (e.g., character) and tells how it is addressed by the author (e.g., the main character is described in a combination of images from the different people in her life: her mother, her piano teacher, her best friend, her dog). Explains how this description connects to self (e.g., I think I too would get very different descriptions if you asked the people in my life.).	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Explain, in clear and precise detail, how the author’s description of setting and characters and his/her development of plot connect to self	Explain, in detail, how the author’s description of setting and characters and his/her development of plot connect to self	Explain, in some detail, how the author’s description of setting and characters or his/her development of plot connect to self	Explain, in minimal detail, how the author’s description of setting or characters or his/her development of plot connect to self

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT
RANGE OF WRITING	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 theme or impression • 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 		The student: Writes narratives that incorporate the major components; poems that convey a theme or impression with their use of figurative language or graphic elements (i.e., concrete poems); reports that deal thoroughly with a topic that has been narrowed from a more general one; letters to a company or institution to accomplish a task; responses to literature; functional writing like ballots, registration forms, and contest entries; reflections that record what has been learned or chart the thinking process.
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	LA.6.4.2 Form and use the following grammatical constructions correctly when editing writing: <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 	THE STUDENT: Checks and corrects verb tense throughout a piece of writing; uses the comparative and superlative forms of adjectives to compare nouns; employs coordinating and subordinating conjunctions in sentences to indicate relative importance of the elements being joined; uses prepositional phrases to modify nouns and verbs; replaces a comma and a conjunction with a semicolon if it improves a compound sentence; chooses the correct verb form even when the subject is not right next to it.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.6.4.3 Edit writing to correct punctuation: <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 	The student: Sets off the name of person directly addressed in a sentence; places a colon after the salutation in a business letter; inserts a hyphen when writing numbers like <i>twenty-two</i> ; underlines or, if word processing, italicizes words that are being emphasized; uses a semicolon to join sentences that work closely together.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.6.4.4 Use a variety of strategies and resources to spell grade-appropriate words		The student: Uses a variety of sources to confirm spelling of commonly misspelled words (e.g., lists, editing activities, word walls, reference materials, computers).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors
CITING SOURCES	LA.6.4.5 Incorporate information from references by quoting, paraphrasing, and/or summarizing		The student: Uses various forms—direct quotation, paraphrase, summary—to incorporate information from research into own writing.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Incorporate information from references by quoting, paraphrasing, and/or summarizing, as suited to the situation, with accuracy and clarity	Incorporate information from references by quoting, paraphrasing, and/or summarizing, with no significant errors and no significant lack of clarity	Incorporate information from references by quoting, paraphrasing, and/or summarizing, with a few significant errors or lack of clarity	Incorporate information from references by quoting, paraphrasing, and/or summarizing, with many significant errors and lack of clarity

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Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	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)		The student: Explains that the reasons for citing sources from which ideas or information has been taken are to give credit to the proper source and allow interested readers to access the source for further information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the reasons for citing sources	Describe the reasons for citing sources	Name the reasons for citing sources	Recall that sources should be cited
CITING SOURCES	LA.6.4.7 Cite various grade-appropriate sources using a consistent format when reporting information		The student: Follows a model for source citations (e.g., incorporating quotations, paraphrasing, writing a bibliography) for researched writing.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Cite various grade-appropriate sources using a consistent format when reporting information, with accuracy and completeness	Cite various grade-appropriate sources using a consistent format when reporting information, with no significant errors	Cite various grade-appropriate sources using a consistent format when reporting information, with one or two missing elements or several errors in style	Cite various grade-appropriate sources using a consistent format when reporting information, with most elements missing or many errors in style

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.6.5.1 Select appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis		The student: Rereads writing to find areas that need more support. Selects and adds appropriate details, example, reasons, or facts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Select appropriate details, examples, reasons, and/or facts to persuasively support an insight, message, or thesis	Select appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis	Select trivial but appropriate details, examples, reasons, and/or facts to support an insight, message, or thesis	Select inappropriate details, examples, reasons, and/or facts that do not support an insight, message, or thesis
DESIGN	LA.6.5.2 Use an organizational structure (e.g., chronological, comparison and contrast, spatial order, climactic order, order of importance) to support meaning		The student: Creates an organizational structure through the use of comparison and contrast, chronology, spatial order, hierarchy, or by building up to the most climactic idea or event in order to support meaning and purpose.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an appropriate organizational structure to persuasively or creatively support meaning	Use an appropriate organizational structure to support meaning	Use an organizational structure that provides weak support for the meaning of a text	Use an organizational structure that obscures the meaning of a text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.6.5.3 Select words and phrases to establish the desired tone		The student: Drafts and revises writing by choosing lively verbs and adjectives to create an engaging tone.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Select creative words and phrases to clearly and creatively establish the desired tone	Select words and phrases to establish the desired tone	Select some words and phrases that sporadically establish the desired tone	Select words and phrases that do not establish the desired tone
CLARITY	LA.6.5.4 Vary sentence structure and grammatical forms (e.g., forms of adjectives, prepositional phrases, compound sentences) to improve clarity		The student: Rereads writing to find areas that are unclear; revises by using different forms of adjectives to establish comparisons, prepositional phrases to modify nouns and verbs, compound sentences to combine closely related thoughts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully vary sentence structure and grammatical forms to improve clarity	Vary sentence structure and grammatical forms to improve clarity	Vary some sentence structure and grammatical forms or vary in a way that has limited effect on clarity	Write with little variation of sentence structure or grammatical forms

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOICE	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)		THE STUDENT: Selects words and constructs sentences to suit the background and attitude of the audience as well as his or her relationship to it; adapts word choice and sentence structure to the circumstances of the situation (e.g., formal, informal, ceremonial, spontaneous).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write with insightful adjustments in voice to suit the audience and situation	Write with adjustments in voice to suit the audience and situation	Write with some adjustment in voice to suit the audience and situation	Write with little adjustment in voice to suit the audience and situation

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.6.6.1 Explain how appropriate participation affects the productivity of group activities		The student: Describes the roles and procedures of a small group and explains how they affect the way in which the group accomplishes its task.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using evidence, how appropriate participation affects the productivity of group activities	Explain how appropriate participation affects the productivity of group activities	Give examples of appropriate participation in group activities that affects the productivity of the group	Recognize that appropriate participation affects the productivity of group activities

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	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)		The student: Works towards purpose (e.g., making a decision, reaching consensus, volunteering for responsibilities) by using open communication rather than language and nonverbal behavior that exclude others or deny respect.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain how language can facilitate open communication	Use language that facilitates open communication	Identify some language that facilitates open communication	Identify very little language that facilitates open communication
DISCUSSION AND PRESENTATION	LA.6.6.3 Give short prepared oral presentations to inform and persuade		The student: Makes an oral presentation to a familiar audience to give information or persuade on a variety of chosen or prescribed topics.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a short prepared oral presentation that creatively informs and persuades	Give a short prepared oral presentation to inform and persuade	Give a short prepared oral presentation that is somewhat informative or persuasive	Give a short prepared oral presentation that does not inform or persuade

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.6.6.4 Use appropriate listening strategies (e.g., listening attentively, taking notes, asking questions) to learn from an oral presentation		The student: Uses a variety of listening strategies (e.g., listening attentively, seeking clarification, taking notes, offering verbal and nonverbal feedback) to fit various one-on-one, small-group, and large-group situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adapt appropriate listening strategies, in a highly effective way, to learn from an oral presentation	Use appropriate listening strategies to learn from an oral presentation	Describe how listening strategies facilitate learning from an oral presentation	Identify listening strategies that facilitate learning from an oral presentation
CRITICAL LISTENING	LA.6.6.5 Find out needed information by asking thoughtful questions		The student: Formulates and asks questions that help clarify ideas and push discussion forward.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Find out all needed information by asking thoughtful and insightful questions	Find out needed information by asking thoughtful questions	Find out some needed information by asking vague or superficial questions	Ask irrelevant questions that do not elicit needed information

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.6.6.6 Adjust volume, pacing, pitch, tone, and voice to support the content of the message		The student: Speaks more loudly or more quietly, at various rates, and with or without emotion depending on the audience and situation (e.g., whole class, one-on-one, peers, or teacher).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adjust volume, pacing, pitch, tone, and voice to support the content of the message	Adjust volume, pacing, pitch, tone, and voice to support the content of the message	Speak with some adjustment in volume, pacing, pitch, tone, and voice to support the content of the message	Speak with little adjustment in volume, pacing, pitch, tone, and voice to support the content of the message
DELIVERY	LA.6.6.7 Use emphasis and repetition to highlight important points		The student: Organizes a speech around main ideas and emphasizes these points with gestures, tone of voice, and repetition to help listeners understand the message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Creatively use emphasis and repetition, in a highly effective way, to highlight important points	Use emphasis and repetition to highlight important points	Use some emphasis and repetition to highlight important points	Speak with very little emphasis and repetition so that important points are not highlighted

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 6

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.6.6.8 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation
MEDIA COMPREHENSION AND INTERPRETATION	LA.6.6.9 Describe a variety of messages conveyed by visual media		The student: Listens and watches a variety of visual media and identifies main concept, details, themes or lessons, and viewpoints by taking notes or through class discussion.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, a variety of messages conveyed by visual media	Describe, in detail, a variety of messages conveyed by visual media	Describe, in some detail, messages conveyed by visual media	Describe, in minimal detail, messages conveyed by visual media

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 6

Standard 7: Oral Communication: Rhetoric—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.6.7.1 Use relevant evidence and examples to support content		The student: Elaborates with personal examples, factual evidence, anecdotes, or visual aids that are directly related to the key point(s) to aid listeners' comprehension and engage their attention.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use relevant evidence and examples that provide strong and persuasive support for the content	Use relevant evidence and examples that support the content	Use evidence and examples that provide weak support for the content	Use evidence and examples that show little relationship to the content
CLARITY	LA.6.7.2 Use appropriate verbal and nonverbal language for various purposes and audiences		The student: Uses various degrees and types of word choice, gestures, facial expressions, and postures to fit the audience and formality of different speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use appropriate and insightful verbal and nonverbal language for various purposes and audiences	Use appropriate verbal and nonverbal language for various purposes and audiences	Use somewhat awkward or ineffective verbal and nonverbal language when addressing various purposes and audiences	Use verbal and nonverbal language that is confusing or not appropriate for the purpose and audience

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**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 7

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	LA.7.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through word study and reading	The student: Increases working grade-appropriate vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use new grade-appropriate vocabulary, with fluency, accuracy, and precision	Use new grade-appropriate vocabulary, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, with great difficulty and many significant errors	
LOCATING SOURCES/ GATHERING INFORMATION	LA.7.1.2 Use a variety of grade-appropriate print and online sources to research an inquiry question	The student: Finds and reads online (e.g., CD-ROM, internet, intranet, newsgroups) and print sources (e.g., encyclopedia, books, periodicals) to answer a question or inquiry arising from class or personal activities.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use substantive information from an extensive variety of grade-appropriate print and online resources to thoroughly research an inquiry question	Use relevant information from a variety of grade-appropriate print and online resources to research an inquiry question	Use some relevant information from a selection of grade-appropriate print and online resources to research an inquiry question	Use very little relevant information from grade-appropriate print or online resources to research an inquiry question	

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Grade 7

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.7.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning		The student: Recognizes organizational patterns and text structures found in informational texts; uses them to anticipate information, skim a selection for a specific detail, and/or focus on main ideas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use the organizational patterns and text structures of grade-appropriate texts, in a highly effective way, to construct substantive meaning	Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	Use some organizational patterns or text structures of grade-appropriate texts or use them in a way that constructs limited meaning	Use very few organizational patterns or text structures of grade-appropriate texts or use them in a way that does not construct meaning
CONSTRUCTING MEANING	LA.7.2.2 Use annotation to identify questions and connections to prior knowledge while reading a variety of texts		The student: Highlights important details, puzzling statements, familiar situations; uses margin to jot questions as well as connections to what is already known.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use annotation methods to explain complex questions or to explain substantive connections to prior knowledge while reading a variety of texts	Use annotation methods to identify questions and connections to prior knowledge while reading a variety of texts	Use annotation methods to identify obvious questions or to identify superficial connections to prior knowledge while reading a variety of texts	Use annotation methods but do not identify relevant questions or connections to prior knowledge while reading a variety of texts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts			
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.7.2.3 Evaluate the adequacy and accuracy of an author’s evidence in support of his or her main points or argument	The student: States the main points or contention (e.g., the minimum age for driver’s licenses should be raised; the GPA requirement for participation in extracurricular activities should be dropped). Lists the evidence provided (e.g., accidents are highest among teen drivers; many dropouts would remain in school if they could participate in extracurricular activities). Assesses whether the main points are supported or the contention is warranted based on the quantity and quality of the evidence.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Thoroughly evaluate, with clear and specific evidence, the adequacy and accuracy of an author’s evidence in support of his or her main points or argument	Evaluate the adequacy and accuracy of an author’s evidence in support of his or her main points or argument	Describe evidence used to support an author’s main points or argument	Recognize evidence used to support an author’s main points or argument

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.7.2.4 Use paraphrasing and summarizing to explain a text		The student: Paraphrases or summarizes information in texts as a means to improve comprehension.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Paraphrase or summarize the significant points and describe their connection to the main idea in texts	Paraphrase or summarize the significant points found in texts	Produce a summary or paraphrase that mixes insignificant points with significant points	Paraphrase or summarize information not necessary to understanding the main points of informational texts, or repeat original text rather than summarize or paraphrase

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.7.3.1 Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction		The student: Selects an element (e.g., point of view). Explains how it is treated by the author (e.g., the story is told from the point of view of the child). Analyzes the effect of this treatment (e.g., the child is too young to understand everything that’s going on, but the reader can put together the clues and understand that the child’s parents are about to separate).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction, in clear and precise detail	Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction, in detail	Analyze plot, character, theme, dialogue, description, point of view, or other conventions of fiction, in some detail	Analyze plot, character, theme, dialogue, description, point of view, or other conventions of fiction, in minimal detail
INTERPRETIVE STANCE	LA.7.3.2 Describe how a common theme is developed in two or more texts		The student: Reads texts that share a common theme, identifies the commonality, and describes how the text details develop the theme.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, how a common theme is developed in two or more texts	Describe, in detail, how a common theme is developed in two or more texts	Describe, in some detail, how a common theme is developed in two or more texts	Identify how a common theme is developed in two or more texts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.7.3.3 Describe how historical or cultural influences help explain a text		The student: Explains features of the world represented in a text through multiple perspectives (e.g., influence of historical context, stereotyped gender roles, martial law).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, how historical or cultural influences help explain a text	Describe, in detail, how historical or cultural influences help explain a text	Describe, in some detail, how historical or cultural influences help explain a text	Identify how historical or cultural influences help explain a text
LITERARY ELEMENTS	LA.7.3.4 Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification)		The student: Defines literary devices or elements and describes their use when examples are encountered in texts.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, an extensive variety of literary devices and stylistic elements	Describe, in detail, a variety of literary devices and stylistic elements	Identify a few literary devices or stylistic elements	Recognize one or two literary devices and stylistic elements

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL CONNECTION	LA.7.3.5 Explain how the author’s style and use of language affect the reader		The student: Answers questions or free writes about a text in order to describe how the author’s writing techniques (e.g., use of genre conventions, dialect, figurative language, character descriptions) connect to own reading experience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how the author’s style and use of language affect the reader	Explain, in detail, how the author’s style and use of language affect the reader	Explain, in some detail, how the author’s style or use of language affects the reader	Identify how an element of the author’s style or use of language affects the reader
PERSONAL CONNECTION	LA.7.3.6 Use prior experience and knowledge to interpret and analyze texts		The student: Uses previous experiences and knowledge to make comparisons to a text in order to understand better the motivations of a character, inevitability of a plot event, or the realism of the setting.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use relevant prior experience and knowledge to insightfully interpret and analyze texts	Use relevant prior experience and knowledge to interpret and analyze texts	Use prior experience and knowledge that relates to a text in a superficial way to interpret and analyze texts	Use prior experience and knowledge that relates to a text in an unclear way to interpret or analyze texts

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT
RANGE OF WRITING	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 		The student: Writes narratives incorporating the major components with an emphasis on a conflict satisfyingly resolved; poems in different but appropriate forms; reports incorporating research in various formats; letters to a person or institution that attempt to persuade the receiver to undertake a course of action or change in thought; responses to literature; functional pieces like fax cover sheets and library request forms; and reflections that record what has been learned or chart the thinking process.
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	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 		The student: Follows a rule for deciding when to write numbers as numeral and when to spell them out as words; uses the comparative and superlative forms of adverbs appropriately; and constructs compound-complex sentences when they support the meaning of a piece.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors
PUNCTUATION, CAPITALIZATION, AND SPELLING	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 		The student: Differentiates between restrictive and non-restrictive clauses and uses a comma to set off the latter; sets off interrupters with commas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.7.4.4 Use a variety of strategies and resources to spell grade-appropriate words		The student: Uses various strategies as needed (e.g., rules, word parts, word origins, phonics) to spell unfamiliar words correctly.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant errors and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors
CITING SOURCES	LA.7.4.5 Cite various grade-appropriate sources using a consistent format when reporting information		The student: Follows a standard format (e.g., APA, MLA) to cite sources and incorporate evidence in a report.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Cite various grade-appropriate sources using a consistent format when reporting information, with accuracy and completeness	Cite various grade-appropriate sources using a consistent format when reporting information, with no significant errors	Cite various grade-appropriate sources using a consistent format when reporting information, with one or two missing elements or with several errors in style	Cite various grade-appropriate sources using a consistent format when reporting information, with most elements missing or many errors in style

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.7.5.1 Connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a meaningful way		The student: Generates strong support for the main ideas by using carefully selected details, examples, reasons, and/or facts generated and chosen during drafting and revision.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Thoroughly connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a creative and meaningful way	Connect selected details, examples, reasons, and/or facts to the insight, message, or thesis in a meaningful way	Connect some selected details, examples, reasons, and/or facts to the insight, message, or thesis or connect them in a superficial way	Connect few selected details, examples, reasons, and/or facts to the insight, message, or thesis or connect them in an unclear way
DESIGN	LA.7.5.2 Use an organizational structure that unites the parts of the piece of writing and gives it coherence and completeness		The student: Plans and drafts writing around an organizational pattern (e.g., compare and contrast; organization by categories; order of importance; chronological; main ideas with supporting details).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an insightful organizational structure that unites the parts of the piece of writing and gives it coherence and completeness	Use an organizational structure that unites the parts of the piece of writing and gives it coherence and completeness	Use an organizational structure that somewhat unites the parts of the piece of writing and gives it some coherence and completeness	Use an unclear organizational structure that does not unite the parts of the piece of writing or does not give it coherence and completeness

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.7.5.3 Select words and phrases to establish consistency in word usage (e.g., formal, colloquial, technical) throughout the piece of writing		The student: Rereads writing to find and adjust inconsistencies in word usage (e.g., <i>Dear Mrs. Smith</i> [the principal] followed by <i>You gotta be kidding me</i>).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Select insightful words and phrases that establish a clear consistency in word usage throughout the piece of writing	Select words and phrases that establish consistency in word usage throughout the piece of writing	Select some words and phrases that sporadically establish consistency in word usage in the piece of writing	Select words and phrases that result in inconsistency in word usage throughout the piece of writing
CLARITY	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		The student: Rereads writing to find areas that are not clear and revises by using different forms of adverbs to refine description of actions, adding prepositional phrases as modifier to augment use of adjectives and adverbs, intersperse simple sentences with compound and compound-complex sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully vary sentence structures and grammatical forms to improve clarity	Vary sentence structures and grammatical forms to improve clarity	Write with some variation in sentence structure or grammatical forms to improve clarity	Write with little variation in sentence structure or grammatical forms

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOICE	LA.7.5.5 Use words, phrases, and sentence construction to begin to establish an individual rather than a generic voice		The student: Drafts and revises writing by choosing lively verbs and adjectives, experimenting with fresh approaches to phrasing, word choice, sentence beginnings, and rhythm in order to create an engaging tone, vivid descriptions, and a voice that shows a commitment to the topic.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative words, phrases, and sentence constructions to establish a clear individual rather than a generic voice	Use words, phrases, and sentence construction to begin to establish an individual rather than a generic voice	Use typical words, phrases, and sentence constructions that sometimes begin to establish an individual rather than a generic voice	Use vague words, phrases, and sentence constructions that do not establish an individual voice

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	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		The student: Prevents communication breakdowns with individuals and in small groups by following and adjusting established or agreed upon procedures as needed (e.g., fulfilling responsibilities, voting on disagreements to make a group decision).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adjust one’s role in a small group as needed, in order to carry out an assignment or to complete a project	Adjust one’s role in a small group as needed in order to carry out an assignment or to complete a project	Make some adjustment to one’s role in a small group as needed in order to carry out an assignment or to complete a project	Make little adjustment to one’s role in a small group as needed so that it is difficult to carry out an assignment or to complete a project
DISCUSSION AND PRESENTATION	LA.7.6.2 Give short prepared oral presentations incorporating information from research to inform and persuade		The student: Delivers an oral report to a familiar audience on a researched topic.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give short prepared oral presentations that smoothly and creatively incorporate information from research to inform and persuade	Give short prepared oral presentations incorporating information from research to inform and persuade	Give short prepared oral presentations that incorporate some information from research to inform and persuade or incorporate information related only in a general way	Give short oral prepared presentations that incorporate little information from research to inform and persuade or incorporate irrelevant information from research

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	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)		The student: Makes note of verbal and non-verbal cues from the speaker and other listeners or summarizes the message aloud in order to clarify ideas before choosing an appropriate response to the intended message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use appropriate listening strategies to check comprehension before responding in a clear and specific way to a message	Use appropriate listening strategies to check comprehension before responding to a message	Use some listening strategies to check comprehension before responding to a message in a limited way	Use very few listening strategies to check comprehension before responding to a message in an inappropriate or vague way
DELIVERY	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)		The student: Uses posture, gestures, and eye contact to enhance the specific content of a verbal message (e.g., demonstrates through gestures the actions of a character being described in oral book report).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate nonverbal language to communicate specific content of verbal messages	Usually use appropriate nonverbal language to communicate specific content of verbal messages	Sometimes use nonverbal language to communicate specific content of verbal messages or use nonverbal language that only partially relates to the message	Rarely use nonverbal language to communicate specific content of verbal messages or use inappropriate nonverbal language

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.7.6.5 Adjust volume, pacing, pitch, tone, and voice to the audience and situation		The student: Speaks more loudly or more quietly, at various rates, with or without emotion depending on the audience and situation and to emphasize the content of the message (e.g., direct eye contact in small groups, scanning whole group for large groups).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust volume, pacing, pitch, tone, and voice to the audience and situation, in a highly effective way	Adjust volume, pacing, pitch, tone, and voice to the audience and situation	Speak with some adjustment to volume, pacing, pitch, tone, and voice for the audience and situation	Speak with little adjustment to volume, pacing, pitch, tone, and voice for the audience and situation
DELIVERY	LA.7.6.6 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEDIA COMPREHENSION AND INTERPRETATION	LA.7.6.7 Evaluate informational media using a variety of criteria (e.g., publication date, relevance, accessibility)		The student: Considers clarity, accuracy, effectiveness, bias, relevance of facts to evaluate web sites, documentaries, news programs, and other media sources in writing or oral discussions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate informational media using an extensive variety of criteria and evidence	Evaluate informational media using a variety of criteria	Analyze informational media using a few criteria	Describe informational media using one or two criteria

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.7.7.1 Integrate facts, information, and ideas from research with own experience to support main ideas when speaking		The student: Supports main ideas with a variety of evidence from research and from personal experience and prior knowledge that are integrated within the presentation rather than presented as separate items.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Smoothly integrate facts, information, and ideas from research with own experience to support main ideas when speaking, in a highly effective way	Integrate facts, information, and ideas from research with own experience to support main ideas when speaking	Use facts, information, ideas from research, or own experience to support main ideas when speaking, but do not fully integrate them	Use facts, information, ideas from research, or own experience that do not support main ideas when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 7

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.7.7.2 Organize information to create a succinct message		The student: Uses organizational aids (e.g., note cards, outline) to guide the audience through the introduction, main ideas and details, and conclusion of a speech in a succinct manner without repetition or rambling.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Smoothly organize information to create a highly effective, succinct message	Organize information to create a succinct message	Organize only some information in a message or organize information in a way that retains some redundancy or wordiness	Organize very little information in a message
CLARITY	LA.7.7.3 Use precise vocabulary suited to topic and audience		The student: Chooses precise vocabulary through use of a thesaurus or other reference materials to best fit the speaking situation (e.g., formal, informal, persuasive, informative) and audience (friendly, neutral; peers, adults).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use precise and insightful vocabulary suited to topic and audience	Use precise vocabulary suited to topic and audience	Use common or clichéd vocabulary related to topic and audience	Use vague or imprecise vocabulary that is not suited to topic and audience

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
VOCABULARY AND CONCEPT DEVELOPMENT	LA.8.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	The student: Increases working grade-appropriate vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Use new grade-appropriate vocabulary, including content area vocabulary, with precision, fluency, and accuracy	Use new grade-appropriate vocabulary, including content area vocabulary, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary, including content area vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including content area vocabulary, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
LOCATING SOURCES/ GATHERING INFORMATION	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	The student: Conducts research and evaluates information for validity, appropriateness, content, and use by asking questions (e.g., What makes the author an expert? Is the information found in multiple sources? What is the author saying and not saying?).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Insightfully select highly effective and appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis	Select appropriate information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis	Select some trivial information after evaluating the usefulness of print and online resources to investigate a theme, answer a question, or test a hypothesis	Select irrelevant information after evaluating the usefulness of print and online resources that do not help to investigate a theme, answer a question, or test a hypothesis	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
UNDERSTANDING TEXT STRUCTURES	LA.8.2.1 Use the organizational patterns and text structures of grade-appropriate texts to construct meaning		The student: Previews text features (e.g., sidebars, graphs, captions, footnotes) to anticipate the kinds of information contained and the ways in which to access that information. Uses knowledge of organizational patterns to anticipate and organize the information in the text (e.g., know that in a classification pattern, the main topic will be broken into parts followed by examples that fit into each part).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use the organizational patterns and text structures of grade-appropriate texts to construct substantive meaning, in a highly effective way	Use the organizational patterns and text structures of grade-appropriate texts to construct meaning	Use some organizational patterns or text structures of grade-appropriate texts or use them in a way that constructs limited meaning	Use very few organizational patterns or text structures of grade-appropriate texts or use them in a way that does not construct meaning
CONSTRUCTING MEANING	LA.8.2.2 Use annotation methods to identify main ideas and important details while reading		The student: Highlights important details and transition words and/or writes questions, notes, and inferences about a text in order to focus attention and construct meaning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use annotation methods to thoroughly explain main ideas and clearly connect them to their supporting details while reading	Use annotation methods to identify main ideas and important details while reading	Use annotation methods to identify obvious main ideas or important details while reading	Use annotation methods but do not correctly identify main ideas and important details while reading

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.8.2.3 Draw conclusions about the reliability of information in a text after considering author’s credentials		The student: Gathers available information about the author and decides whether he or she is enough of an authority to write reliably about the topic.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Draw strong conclusions about the reliability of information in a text by citing specific details concerning the author’s credentials	Draw conclusions about the reliability of information in a text after considering author’s credentials	Draw obvious conclusions about the reliability of information in a text or draw conclusion based partially on the author’s credentials	Draw unrealistic conclusions about the reliability of information in a text or draw conclusions not based on the author’s credentials
CONSTRUCTING MEANING	LA.8.2.4 Make inferences based on explicit and implied information		The student: Makes inferences about information in a text in order to draw conclusions about the author’s intentions, character’s motivations, or other interpretive text elements.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make logical inferences and conclusions, with clarity and specific details, based on explicit and implied information	Make logical inferences and conclusions about a text based on explicit and implied information	Make some inferences or conclusions that have little support from explicit or implied information	Make inferences or conclusions that are not based on explicit or implied information

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.8.3.1 Explain similarities and differences between themes from two or more texts		The student: Reads texts that have thematic connections and compares them (e.g., One story shows how arrogance can make a person difficult to get along with, while the other story shows that arrogance is important for gaining respect; both stories teach that violence is not a solution to problems).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, similarities and differences between themes from two or more texts	Explain, in detail, similarities and differences between themes from two or more texts	Describe, in some detail, similarities and differences between themes from two or more texts	Identify similarities or differences between themes from two or more texts
CRITICAL STANCE	LA.8.3.2 Analyze a text to draw inferences about history, culture, or gender		The student: Evaluates new information related to history, culture, or gender through reading (e.g., The criteria for sending people to the concentration camps were not only religious. People’s opposition to slavery was determined not only by humanitarian considerations but by geography and economics as well.).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Thoroughly analyze a text to draw insightful inferences about history, culture, or gender	Analyze a text to draw inferences about history, culture, or gender	Analyze a text and draw some obvious or trivial inferences about history, culture, or gender	Analyze a text and draw some unrealistic inferences about history, culture, or gender

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.8.3.3 Recognize the similarities and differences between the styles of two or more writers		The student: Notes a writer’s style (e.g., use of dialogue, sentence construction, figurative language, sequencing, imagery) and makes comparisons between multiple texts in order to draw conclusions about various authors, effective techniques, and own reading preferences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, using textual evidence, the similarities and differences between the styles of two or more writers	Recognize the similarities and differences between the styles of two or more writers	Explain the style of a writer	Identify one or more elements that make up a writer’s style
LITERARY ELEMENTS	LA.8.3.4 Explain literary devices (e.g., satire, allusion, irony)		The student: Identifies and explains the use of literary devices by citing specific examples and explaining their effect.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare the use of literary devices	Explain the use of literary devices	Describe literary devices	Identify literary devices

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 8

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL CONNECTION	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)		The student: Explains an author’s ideas, message, point of view, or perspective with reasonable statements based on text, other texts, and prior knowledge.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain an opinion about an author’s ideas or message, with clarity and specific detail, by analyzing conventions of fiction	Explain an opinion about an author’s ideas or message by analyzing conventions of fiction	Explain an opinion about an author’s ideas or message that is not fully supported by an analysis of conventions of fiction	State an opinion about an author’s ideas or message that has little or no support from an analysis of conventions of fiction
PERSONAL CONNECTION	LA.8.3.6 Explain how previous experience can influence one’s reading of a text and one’s opinion of that text		The student: Describes how ideas, characters, or other text details conform to previous knowledge, confirms text details that relate to real life, and forms an opinion about the text based on prior knowledge and experiences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, how previous experience can influence one’s reading of a text and one’s opinion of that text	Explain, in detail, how previous experience can influence one’s reading of a text and one’s opinion of that text	Explain, in some detail, how previous experience can influence one’s reading of a text or one’s opinion of that text	Explain, in minimal detail, how previous experience can influence one’s reading of a text or one’s opinion of that text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	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 		The student: Writes narratives that include all the major components and reveal the significance of the topic; poems in various forms employing a variety of devices; reports incorporating consciously selected research; statements that persuade the reader in a systematic and effective way; responses to literature; functional pieces like order forms for a yearbook and signs for a school event; reflections that record what has been learned or trace the thinking process.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Insightfully adapt writing to grade- appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	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 		THE STUDENT: Uses verb tenses to suggest time relationships between events; selects the correct verb for a compound subject.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors
PUNCTUATION, CAPITALIZATION, AND SPELLING	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 		The student: Uses a dash—not a hyphen—to interrupt a sentence with a related idea; encloses information in brackets within existing parentheses; separates items in a series with semicolons if one or more of the items contains commas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.8.4.4 Use a variety of strategies and resources to spell grade-appropriate words		The student: Uses various strategies as needed (e.g., rules, word parts, word origins, phonics) to spell unfamiliar words correctly.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors
CITING SOURCES	LA.8.4.5 Cite various grade-appropriate sources using a consistent format when reporting information		The student: Follows a standard format (e.g., APA, MLA) to cite sources and incorporate evidence in a report.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Cite various grade-appropriate sources using a consistent format when reporting information, with accuracy and completeness	Cite various grade-appropriate sources using a consistent format when reporting information, with no significant errors	Cite various grade-appropriate sources using a consistent format when reporting information, with a few significant and/or many minor errors	Cite various grade-appropriate sources using a consistent format when reporting information, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.8.5.1 Use relevant ideas and details in writing to show insight into people, events, new knowledge, and personal background		The student: Selects and sequences details, examples, reasons, and/or facts to move beyond surface features and probe for deeper meaning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use relevant and creative ideas and details in writing to show clear insight into people, events, new knowledge, and personal background	Use relevant ideas and details in writing to show insight into people, events, new knowledge, and personal background	Use some trivial ideas and details in writing to show some insight into people, events, new knowledge, and personal background	Use some irrelevant ideas and details in writing that do not show insight into people, events, new knowledge, or personal background
DESIGN	LA.8.5.2 Use an organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence.		The student: Rereads piece of writing and revises, if necessary, to correct imbalances among the parts (e.g., lengthy opening followed by minimal development of main idea or theme).	
	Rubric			
	Advanced	Proficient	Partially Proficient	Novice
	Use an insightful organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence	Use an organizational structure that maintains proportion among the parts of a piece of writing and gives it coherence	Use an organizational structure that maintains some proportion among the parts of a piece of writing and/or gives it some coherence	Use a structure that does not maintain proportion among the parts of a piece of writing and/or does not give it coherence

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.8.5.3 Use action verbs, less obvious modifiers, and active rather than passive voice		The student: Rereads a piece of writing to find places where action verbs can replace forms of the verb “to be” (e.g., <i>She actively pursued the office</i> instead of <i>She wanted to be president</i>), more specific modifiers can replace overused ones (e.g., <i>a memorably satisfying meal</i> instead of <i>good food</i>), and active voice can replace passive (e.g., <i>Every student borrowed a book</i> instead of <i>Books were borrowed by every student</i>).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use innovative action verbs and modifiers, and active rather than passive voice	Use action verbs, less obvious modifiers, and active rather than passive voice	Use some action verbs, some obvious modifiers, and/or use active more often than passive voice	Use few action verbs, use obvious modifiers, and/or frequently use passive voice
CLARITY	LA.8.5.4 Vary sentence types (e.g., simple, compound, compound-complex) and word order within a sentence to improve clarity		The student: Varies sentences and rearranges words within sentences in order to highlight key points or ideas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully vary sentence types and word order within a sentence to improve clarity	Vary sentence types and word order within a sentence to improve clarity	Write with some variation of sentence type and word order within a sentence to improve clarity	Write with little variation of sentence type and word order within sentences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
VOICE	LA.8.5.5 Use words, phrases, and sentence construction to create a consistent voice throughout a piece of writing		The student: Rereads a piece of writing and revises, if necessary, to establish and maintain a consistent voice by adding, deleting, or rearranging words, phrases, and sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use insightful words, phrases, and sentence construction to create a clear and consistent voice throughout a piece of writing	Use words, phrases, and sentence construction to create a consistent voice throughout a piece of writing	Use words, phrases, and sentence construction that create an inconsistent voice throughout a piece of writing	Use vague words, phrases, and sentence construction that do not create a consistent voice throughout a piece of writing

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.8.6.1 Monitor the roles in a small group and adjust communication as needed to make the group effort more productive		The student: Collaborates with other group members to improve productivity and rapport by adjusting the way in which members are carrying out their roles.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Monitor and evaluate the roles in a small group and adjust communication as needed to make the group effort more productive and efficient	Monitor the roles in a small group and adjust communication as needed to make the group effort more productive	Partially monitor the roles in a small group or monitor the roles but make only some adjustment in communication as needed, so that the group effort is only somewhat productive	Monitor very few of the roles in a small group or monitor the roles but make little adjustment in communication as needed, so that the group effort is not very productive
DISCUSSION AND PRESENTATION	LA.8.6.2 Give oral presentations to inform, persuade, and/or entertain		The student: Delivers an informative, persuasive, or creative speech to a familiar audience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give oral presentations that inform, persuade, and/or entertain, in a highly effective way	Give oral presentations to inform, persuade, and/or entertain	Give oral presentations that are somewhat informative, persuasive, or entertaining	Give oral presentations that do not inform, persuade, or entertain

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.8.6.3 Conduct interviews using effective questioning, listening, and note-taking skills		The student: Interviews another person and responds to other’s questions when participating in role-play situations or when gathering personal or factual information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Conduct informative and useful interviews using highly effective questioning, listening, and note taking skills	Conduct interviews using effective questioning, listening, and note taking skills	Conduct superficial interviews using some questioning, listening, or note taking skills	Conduct interviews that do not elicit useful information due to little use of questioning, listening, or note taking skills
CRITICAL LISTENING	LA.8.6.4 Use appropriate attentive, responsive, and reflective listening behaviors according to situation		The student: Adjusts listening behaviors to purpose and situation (e.g., listens quietly and takes notes during a formal lecture, responds verbally and nonverbally in small-group exchanges).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Vary the use of appropriate attentive, responsive, and reflective listening behaviors according to situation	Use appropriate attentive, responsive, and reflective listening behaviors according to situation	Use attentive, responsive, or reflective listening behaviors that are somewhat appropriate to a situation	Use attentive, responsive, or reflective listening behaviors that are not appropriate to a situation

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	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)		The student: Uses posture, gestures, and eye contact to engage audience in the content of message and hold their attention throughout the presentation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use nonverbal language to creatively engage an audience and emphasize content when appropriate, in a highly effective way	Use nonverbal language to engage an audience and emphasize content when appropriate	Use nonverbal language that sometimes engages an audience or sometimes emphasizes content when appropriate	Use nonverbal language that does not engage an audience or emphasize content when appropriate
DELIVERY	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		The student: Uses verbal emphasis and changes in tone, pace, and volume to engage the audience and to relate own knowledge, feelings, and confidence in the topic.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully vary volume, pacing, pitch, and tone to create a distinct voice, to engage audience, and to relate the speaker’s feelings	Vary volume, pacing, pitch, and tone to create a distinct voice, to engage audience, and to relate the speaker’s feelings	Speak with some variation in volume, pacing, pitch, and/or tone	Speak with little variation in volume, pacing, pitch, or tone

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.8.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation
MEDIA COMPREHENSION AND INTERPRETATION	LA.8.6.8 Describe how techniques used in visual media influence audiences		The student: Listens and watches a variety of media and responds in writing or class discussions to particular techniques (e.g., symbols, images, sound, words, content) and explains how they are aimed at a particular audience (e.g., advertising techniques aimed at teenagers).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in clear and precise detail, how techniques used in visual media influence audiences	Describe, in detail, how techniques used in visual media influence audiences	Describe, in some detail, how techniques used in visual media influence audiences	Identify techniques used in visual media to influence audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 8

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.8.7.1 Select most appropriate information from research, own experience, and knowledge of audience to support ideas when speaking		The student: Supports main ideas with selected evidence from research, from personal experience, and from the collective knowledge of audience (e.g., reference to a school event or popular celebrity).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Select most appropriate information from research, own experience, and knowledge of audience to creatively and insightfully support ideas when speaking	Select most appropriate information from research, own experience, and knowledge of audience to support ideas when speaking	Use information from research, own experience, and knowledge of audience that does not adequately support ideas when speaking	Use information from research, own experience, and knowledge of audience that is not appropriate or does not support ideas when speaking
DESIGN	LA.8.7.2 Use an organizational pattern that creates a clear message and guides the listener		The student: Uses organizational aids (e.g., note cards, outline) to guide him or her through a planned structure of ideas (e.g., compare and contrast; organization by categories; order of importance; chronological; main ideas with supporting details).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a highly effective organizational pattern that is best suited to conveying the message and that guides the listener	Use an organizational pattern that creates a clear message and guides the listener	Use an organizational pattern that makes the message somewhat difficult to follow	Use a pattern that does not create a clear message or guide the listener

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 8

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.8.7.3 Use words that convey a viewpoint and fit audience and purpose		The student: Writes and revises a presentation to select specific connotative words that support an opinion and address the purpose and the needs of the audience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use words that clearly convey a viewpoint and are particularly suited to audience and purpose	Use words that convey a viewpoint and fit audience and purpose	Use words that inadequately convey a viewpoint and/or do not completely fit audience and purpose	Use words that do not convey a viewpoint and/or do not fit audience and purpose

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
VOCABULARY AND CONCEPT DEVELOPMENT	LA.9.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	The student: Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use new grade-appropriate vocabulary, including content area vocabulary, with precision, fluency, and accuracy	Use new grade-appropriate vocabulary, including content area vocabulary, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary, including content area vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including content area vocabulary, with great difficulty and many significant errors
LOCATING SOURCES/ GATHERING INFORMATION	LA.9.1.2 Use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis	The student: Uses organizational systems and tools specific to electronic information sources that assist in finding specific and general information (e.g., cross-references, Boolean logic strategies, timelines, hypertext links, knowledge trees, and URLs and icons).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use a variety of strategies to gain information from print and online resources, as part of a thorough research plan to support a thesis	Usually use a variety of strategies to gain information from print and online resources, as part of a research plan to support a thesis	Sometimes use strategies to gain information from print or online resources, as part of a limited research plan to support a thesis	Rarely use strategies to gain information from print or online resources as part of an incomplete research plan to support a thesis

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.9.2.1 Use annotation methods to identify organizational patterns and to make inferences while reading		The student: Highlights key points and establishes the predominant relationship among them (e.g., main idea with supporting details, steps in a process, commonalities and differences). Makes note of inferences based upon key points.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use annotation methods to explain complex organizational patterns and to make inferences while reading	Use annotation methods to identify organizational patterns and to make inferences while reading	Use annotation methods to partially identify organizational patterns and/or make obvious inferences while reading	Use annotation methods but do not correctly identify organizational patterns and/or make inferences while reading
CONSTRUCTING MEANING	LA.9.2.2 Analyze questions not answered by a selected text		The student: Identifies questions that are directly connected to information or ideas in a text but are not answered or perhaps not even raised by the writer. Evaluates reasons for this omission.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Investigate questions not answered by a selected text	Analyze questions not answered by a selected text	Identify some questions not answered by a selected text	Identify very few questions not answered by a selected text or identify questions that are answered or identify irrelevant questions

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.9.3.1 Use textual evidence (e.g., knowledge of rhetorical and literary devices) to interpret and draw conclusions about literature		The student: Locates specific examples and details that support interpretation and conclusions about the text.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use clear and specific textual evidence to insightfully interpret and draw strong conclusions about literature	Use textual evidence to interpret and draw conclusions about literature	Use some obvious or trivial textual evidence to interpret and/or draw conclusions about literature	Use some textual evidence that does not support interpretations and conclusions about literature
CRITICAL STANCE	LA.9.3.2 Explain how historical and cultural information enriches the interpretation of a text		The student: Explains the historical context, background of a text, and norms and values of the culture by reading or viewing supporting material; considers this new information when interpreting the text in writing or discussions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how historical and cultural information enriches the interpretation of a text	Explain, in detail, how historical and cultural information enriches the interpretation of a text	Explain, in some detail, how historical and/or cultural information enriches the interpretation of a text	Explain, in minimal detail, how historical or cultural information enriches the interpretation of a text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
LITERARY ELEMENTS	LA.9.3.3 Analyze the way literary elements and forms are used in prose and poetry		The student: Learns definition of elements and forms. Identifies examples when encountered in reading. Evaluates how the examples relate to the whole piece.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, with clear and specific textual evidence, the way complex literary elements and forms are used in prose and poetry	Analyze the way literary elements and forms are used in prose and poetry	Describe how some literary elements and forms are used in prose and poetry	Identify one or two literary elements and forms used in prose and poetry
PERSONAL CONNECTION	LA.9.3.4 Explain how literature can deepen and broaden personal experiences and give insight into problems or issues		The student: Synthesizes learning about themes and topics encountered when reading by explaining how new knowledge has changed perspectives on an issue or problem.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Provide an insightful reasonable explanation as to how literature can deepen and broaden personal experiences and give insight into problems or issues	Provide a reasonable explanation as to how literature can deepen and broaden personal experiences and give insight into problems or issues	Provide a trivial or obvious explanation as to how literature can deepen and broaden personal experiences and give insight into problems or issues	Provide an unclear explanation as to how literature can deepen and broaden personal experiences and give insight into problems or issues

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT
RANGE OF WRITING	LA.9.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives or scripts with a theme and details that contribute to a mood or tone • poems using a range of poetic techniques and figurative language in a variety of forms • literary, persuasive, and personal essays • research papers that state and support a thesis • functional writing including forms, applications, and questionnaires • pieces to reflect on learning and to solve problems 		The student: Writes grade-appropriate narratives or scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays that respond to literature, persuade the reader, or explain a personal idea or point of view; research papers built around a thesis; functional writing like applications and questionnaires; and reflections that record what has been learned or chart the thinking process.
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
SENTENCE STRUCTURE AND GRAMMAR	LA.9.4.2 Form and use the following grammatical constructions correctly when editing writing: <ul style="list-style-type: none"> • parallel structures in various contexts (e.g., items in a series, complements, items juxtaposed for emphasis) • subordination and coordination to indicate relationship between ideas • restrictive clauses with appropriate use of <i>that</i> • abbreviations used in research citation 	The student: Writes equivalent ideas as parallel structures; employs subordination or coordination to indicate a hierarchical or equal relationship between ideas; recognizes restrictive clauses and introduces with <i>that</i> ; uses abbreviations common in citing research.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Write and edit for grade-appropriate sentence structure and grammar, with accuracy	Write and edit for grade-appropriate sentence structure and grammar, with no significant errors	Write and edit for grade-appropriate sentence structure and grammar, with a few significant and/or many minor errors	Write and edit for grade-appropriate sentence structure and grammar, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.9.4.3 Edit writing to correct punctuation: <ul style="list-style-type: none"> • ellipsis • italics/underlining for foreign words 		The student: Uses ellipsis to indicate a continuation of an established sequence; underlines or, if word processing, italicizes foreign words not already incorporated into English.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate punctuation, with accuracy	Write and edit for grade-appropriate punctuation, with no significant errors	Write and edit for grade-appropriate punctuation, with a few significant and/or many minor errors	Write and edit for grade-appropriate punctuation, with many significant errors
PUNCTUATION, CAPITALIZATION, AND SPELLING	LA.9.4.4 Use a variety of strategies and resources to spell grade-appropriate words		The student: Uses various strategies as needed (e.g., rules, word parts, word origins, phonics) to spell unfamiliar words correctly.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate spelling, with accuracy	Write and edit for grade-appropriate spelling, with no significant errors	Write and edit for grade-appropriate spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate spelling, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.9.4.5 Describe the meaning and consequences of plagiarism		The student: Explains that “plagiarism” is the act of presenting someone else’s words and ideas as one’s own, that is, without obtaining permission to use the words and ideas and/or without giving credit to the source. Recognizes that there are consequences to plagiarism as spelled out in classroom and school rules, Board of Education policy, and copyright law.	
	Rubric			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, the meaning and consequences of plagiarism	Describe, in detail, the meaning and consequences of plagiarism	Describe, in some detail, the meaning and consequences of plagiarism	Describe, in minimal detail, the meaning or consequences of plagiarism

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.9.4.6 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations		The student: Defines <i>plagiarism</i> and uses a process for documenting ideas and language that are not original by following MLA or APA guidelines for in-text citations and bibliographies.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with accuracy and completeness	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with no significant errors	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with a few significant and/or many minor errors	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.9.4.7 Use quotations and citations in writing while maintaining the flow of ideas		The student: Incorporates direct quotations or paraphrased material smoothly into own writing by using appropriate transitions, punctuation, and all necessary in-text citation information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use quotations and citations in writing while maintaining a smooth and highly effective flow of ideas	Use quotations and citations in writing while maintaining a flow of ideas	Use quotations and citations in writing while partially maintaining a flow of ideas	Use quotations and citations in writing that disrupt the flow of ideas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

STANDARD 5: WRITING: Rhetoric—USE RHETORICAL DEVICES TO CRAFT WRITING APPROPRIATE TO AUDIENCE AND PURPOSE				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.9.5.1 Use accurate and useful research information in writing		The student: Gathers information from a wide variety of print and online sources and chooses what information to incorporate into a paper after determining how accurate the information is and how useful it is to the goal.	
	Rubric			
	Advanced	Proficient	Partially Proficient	Novice
	Use accurate, useful, and highly effective research information in writing	Use accurate and useful research information in writing	Use research information that is somewhat accurate and/or useful in writing	Use some research information that is not accurate and/or useful in writing
DESIGN	LA.9.5.2 Use a variety of structural patterns and transitional devices to organize writing		The student: Chooses a structural pattern (e.g., cause/effect, progression of major points, chronological, problem/solution) to fit the content of the piece of writing; uses transitional devices to signal and guide the reader smoothly through the chosen organization.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a variety of complex structural patterns and transitional devices that organize writing, in a highly effective way	Use a variety of structural patterns and transitional devices to organize writing	Use structural patterns and/or transitional devices that organize writing, in a limited or superficial way	Use structural patterns and/or transitional devices that do not organize writing appropriately

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

STANDARD 5: WRITING: Rhetoric—USE RHETORICAL DEVICES TO CRAFT WRITING APPROPRIATE TO AUDIENCE AND PURPOSE				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.9.5.3 Use a variety of sentence structures (e.g., parallel phrasing, subordination) and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning		The student: Combines sentences to create effective parallel phrasings and/or subordinate phrases or clauses so that the main idea is highlighted, the relationship between ideas is clearly expressed, and similar ideas are in juxtaposition.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully use a variety of complex sentence structures and grade-appropriate vocabulary to creatively and smoothly achieve efficiency, indicate emphasis, and clarify meaning	Use a variety of sentence structures and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning	Use some variation in sentence structures and grade-appropriate vocabulary to achieve some efficiency, indicate some emphasis, and/or sometimes clarify meaning	Use little variation in sentence structures and few grade-appropriate words so that very little efficiency, emphasis, or clarity is present in the writing
VOICE	LA.9.5.4 Use a voice and tone appropriate for the topic, purpose, and audience		The student: Rereads writing to find areas in which the voice and tone of the piece are not appropriate to the topic, purpose, or audience. Revises these areas by deleting, adding, or rearranging words, phrases, and sentences.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a clear and highly effective voice and tone appropriate for the topic, purpose, and audience with clarity and detail	Use a voice and tone appropriate for the topic, purpose, and audience	Use a voice and/or tone somewhat appropriate for the topic, purpose, and/or audience	Use a voice and/or tone not appropriate for the topic, purpose, and/or audience

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.9.6.1 Organize and participate in a small group to accomplish a task or explore a topic		The student: Listens to group and class discussions, videos, or presentations about controversial topics, events, or issues and shows understanding of the various perspectives on the subject through writing, role playing, or discussion.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Organize and participate in a small group to accomplish a task or thoroughly explore a topic, in a highly effective way	Organize and participate in a small group to accomplish a task or explore a topic	Organize and participate in a small group in a way that is only sometimes appropriate and partially productive in accomplishing a task or exploring a topic	Organize and participate in a small group in a way that does not help to accomplish a task or explore a topic
DISCUSSION AND PRESENTATION	LA.9.6.2 Give a planned oral presentation highlighting a main idea(s) with support (e.g., statistics, anecdotes, examples)		The student: Prepares and delivers a report or oral presentation that includes relevant information to support the main point.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a planned oral presentation highlighting a main idea(s) with clear and specific support, in a highly effective way	Give a planned oral presentation highlighting a main idea(s) with support	Give a planned oral presentation that sometimes distinguishes between a main idea(s) and support	Give a planned oral presentation that does not highlight a main idea(s) with support

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.9.6.3 Use supportive responses to encourage a speaker		The student: Keeps channels of communication open by listening empathetically, refraining from drawing premature conclusions, and making supportive statements to communicate agreement with or acceptance of a speaker’s ideas.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use specific supportive responses when appropriate to encourage a speaker	Usually use supportive responses when appropriate to encourage a speaker	Sometimes use supportive responses when appropriate or use responses that are obvious or trivial to encourage a speaker	Rarely use supportive responses when appropriate or use responses that are vague or irrelevant and do little to encourage a speaker
DELIVERY	LA.9.6.4 Use effective rate, volume, pitch, enunciation, and tone for a given situation (e.g., formal, informal; presentational, interactive) and purpose (e.g., informative, persuasive)		The student: Uses verbal and nonverbal delivery skills to create the desired effect and establish credibility with the audience when speaking in formal and informal situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use a highly effective rate, volume, pitch, enunciation, and tone that effectively meets the subtleties of a given situation and purpose	Usually use effective rate, volume, pitch, enunciation, and tone for a given situation and purpose	Sometimes use effective rate, volume, pitch, enunciation, and/or tone for a given situation and purpose	Rarely use effective rate, volume, pitch, enunciation, or tone for a given situation and purpose

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.9.6.5 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation
MEDIA COMPREHENSION AND INTERPRETATION	LA.9.6.6 Describe how images and sound convey messages in visual media		The student: Identifies a variety of techniques used in visual media (e.g., camera angles, color, symbols, line, texture, photographs, reaction shots, sequencing of images, sound effects, music, lighting, narrative) and describes how these techniques are used to convey messages.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in clear and precise detail, how effectively images and sound convey messages in visual media	Describe, in detail, how effectively images and sound convey messages in visual media	Describe, in some detail, how effectively images and sound convey messages in visual media	Identify how images and sound convey messages in visual media

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.9.7.1 Use credible sources to support ideas in oral messages		The student: Evaluates the credibility of sources before deciding to include them (e.g., credentials of the author, website, journal; verifiability of information through cross checking).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use credible, substantive sources that support ideas in oral messages, in a highly effective way	Use credible sources to support ideas in oral messages	Use some sources that are not credible or some sources that do not fully support ideas in oral messages	Use many sources that are not credible or many sources that do not support ideas in oral messages
DESIGN	LA.9.7.2 Follow a logical pattern of organization to plan a speech that informs or persuades		The student: Chooses to use a structure for ideas that fits the purpose (e.g., chronological, topical, cause/effect, problem/solution) and clarifies ideas for the listener when speaking formally or informally.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Follow a logical pattern of organization to plan a speech that informs or persuades, in a highly effective way	Follow a logical pattern of organization to plan a speech that informs or persuades	Follow a pattern of organization that is somewhat illogical or incomplete to plan a speech that informs or persuades	Do not follow a logical pattern of organization to plan a speech that informs or persuades

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 9

Standard 7: Oral Communication: RHETORIC—Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DESIGN	LA.9.7.3 Use speaking and listening strategies to plan and organize content for a specific audience		The student: Considers the listener’s characteristics (e.g., level of knowledge, interests, point of view) when choosing a topic and deciding on the number and kind of details to include in formal and informal speaking situations.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use speaking and listening strategies, in a highly effective way, to creatively plan and organize content for a specific audience	Use speaking and listening strategies to plan and organize content for a specific audience	Use speaking and listening strategies that somewhat help to plan and organize content for a specific audience	Use speaking and listening strategies that do not help plan and organize content for a specific audience
CLARITY	LA.9.7.4 Construct sentences and select words in order to emphasize important points		The student: Revises word choice and sentence structure to find the combination that best highlights the important points.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully construct sentences and select words in order to creatively emphasize important points	Construct sentences and select words in order to emphasize important points	Construct some sentences and/or select some words that do not fully support important points	Construct some sentences and/or select some words that do not support important points

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
VOCABULARY AND CONCEPT DEVELOPMENT	LA.10.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	The student: Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Use new grade-appropriate vocabulary, including content area vocabulary, with precision, fluency, and accuracy	Use new grade-appropriate vocabulary, including content area vocabulary, with minimal difficulty and no significant error	Use new grade-appropriate vocabulary, including content area vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including content area vocabulary, with great difficulty and many significant errors	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
LOCATING SOURCES/ GATHERING INFORMATION	LA.10.1.2 Independently use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis	The student: Uses organizational systems and tools that assist in finding specific and general information (e.g., catalogs, cross-references, Boolean logic strategies, hypertext links) and evaluates sources for their relevance and accuracy.		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Independently use a variety of strategies to gain substantive information from print and online resources as part of a highly effective research plan that clearly supports a thesis	Independently use a variety of strategies to gain information from print and online resources as part of a research plan to support a thesis	Use a variety of strategies, with assistance, to gain some information from print and online resources as part of a research plan that partially supports a thesis	Use a variety of strategies, with much assistance, to gain very little information from print and online resources as part of a research plan that does not adequately support a thesis	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 10

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.10.2.1 Use annotation to evaluate the use of evidence while reading a variety of texts		The student: Highlights, circles, or underlines key point(s) and the evidence to support the point. Notes whether the evidence is related to the point, is reliable, and is sufficient.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully use annotation to evaluate, with clear and specific detail, the use of evidence while reading a variety of texts	Use annotation to evaluate the use of evidence while reading a variety of texts	Use some annotations that confuse evidence with other information in a variety of texts	Use annotations that incorrectly identify evidence used in a variety of texts

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.10.3.1 Use multiple interpretations of text to support or modify own opinion		The student: Reads and considers multiple interpretations of a text (e.g., book review, interviews, peer discussions) and uses ideas to support and/or extend own interpretation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use multiple interpretations of text, with clarity and specific detail, to support or modify own opinion	Use multiple interpretations of text to support or modify own opinion	Use an interpretation of a text to support or modify own opinion	Explain an interpretation of a text

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Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.10.3.2 Describe independently how a literary text is related to historical and cultural themes and issues		The student: Explains a critical opinion about a text (e.g., the novel only partially represents the experience of abolitionists) based on a defined historical or cultural viewpoint and defends this thesis by citing specific information, quotations, or examples from another resource (e.g., references on historical events or periods, biographies of authors, books about particular settings).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe independently, in clear and precise detail, how a literary text is related to historical and cultural themes and issues	Describe independently, in detail, how a literary text is related to historical and cultural themes and issues	Describe, in some detail and/or with assistance, how a literary text is related to historical and cultural themes and issues	Describe, in minimal detail and/or with much assistance, how a literary text is related to historical and cultural themes and issues
LITERARY ELEMENTS	LA.10.3.3 Explain how genre conventions and literary devices support an author’s message and purpose		The student: Notes an author’s use of genre conventions or literary devices (e.g., syntax, allusions, metaphors, asides) and explains how one or more of these examples support a conclusion about the author’s purpose or message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in clear and precise detail, how genre conventions and literary devices support an author’s message and purpose	Explain, in detail, how genre conventions and literary devices support an author’s message and purpose	Explain, in some detail, how genre conventions or literary devices support an author’s message and purpose	Explain, in minimal detail, how genre conventions and literary devices support an author’s message and purpose

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT
RANGE OF WRITING	LA.10.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives or scripts with a theme and details that contribute to a mood or tone • poems using a range of poetic techniques and figurative language in a variety of forms • literary, persuasive, and personal essays • research papers that state and support a thesis • functional writing including forms, applications, and questionnaires • pieces to reflect on learning and to solve problems 		The student: Writes grade-appropriate narratives or scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays that respond to literature, persuade the reader, or explain a personal idea or point of view; research papers built around a thesis; functional writing like applications and questionnaires; and reflections that record what has been learned or chart the thinking process.
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

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Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
GRAMMAR AND MECHANICS	LA.10.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English		The student: Edits writing for conventions, through individual analysis with the aid of a grammar handbook, through feedback from teacher-conferences, or using grammar and spell check on the computer.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with accuracy	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with no significant errors	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with many significant errors

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Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.10.4.3 Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations		The student: Understands plagiarism and uses a process for documenting ideas and language that are not original by following MLA or APA guidelines for in-text citations and bibliographies.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with accuracy and completeness	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with no significant errors	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with a few significant and/or many minor errors	Use a prescribed documentation style to adhere to fair use and copyright guidelines for citing grade-appropriate sources in papers, projects, and multimedia presentations, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.10.4.4 Use quotations and citations in writing to achieve effective balance between researched information and original ideas		The student: Incorporates direct quotations or paraphrased material smoothly into own writing by using appropriate transitions, punctuation, and all necessary in-text citation information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use quotations and citations in writing to achieve a smooth, insightful, and effective balance between researched information and original ideas	Use quotations and citations in writing to achieve an effective balance between researched information and original ideas	Use quotations and citations in writing to achieve some balance between researched information and original ideas	Use quotations and citations in writing in a way that does not achieve a balance between researched information and original ideas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.10.5.1 Establish a controlling focus that guides the reader to the intended insight, message, or thesis of the piece		The student: Rereads piece to find areas in which the writing strays from the topic and perspective originally intended. Revises, if necessary, to better guide the reader to the insight, message, or thesis.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Establish an insightful controlling focus that clearly guides the reader to the intended insight, message, or thesis of the piece	Establish a controlling focus that guides the reader to the intended insight, message, or thesis of the piece	Establish a focus that helps somewhat to guide the reader to the intended insight, message, or thesis of the piece	Establish a weak focus that does not guide the reader to the intended insight, message, or thesis of the piece
DESIGN	LA.10.5.2 Use an organizational structure that creates fluency between ideas, links ideas to the message, and creates the desired impression		The student: Revises writing, if necessary, to assure that all ideas and points are clearly linked to related ideas and points, that these add up to the intended message, and that the whole creates the impression desired by the writer.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an insightful organizational structure that creates fluency between ideas, links ideas to the message, and creates the desired impression	Use an organizational structure that creates fluency between ideas, links ideas to the message, and creates the desired impression	Use an organizational structure that creates some fluency between ideas, links ideas weakly to the message, and/or succeeds partially in creating the desired impression	Use an unclear organizational structure that does not create fluency between ideas, link ideas to the message, or create the desired impression

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.10.5.3 Use a variety of sentence structures and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, clarify meaning		The student: Constructs sentences to create effective parallel phrasings and/or subordinate phrases or clauses so that the main idea is highlighted, the relationship between ideas is clearly indicated, and similar ideas are in juxtaposition; chooses words whose precision reduces the need for explanation and emphasizes and clarifies key points.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully use a variety of complex sentence structures and grade-appropriate vocabulary to creatively and smoothly achieve efficiency, indicate emphasis, and clarify meaning	Use a variety of sentence structures and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning	Use some variation in sentence structures and grade-appropriate vocabulary to achieve some efficiency, indicate some emphasis, and/or sometimes clarify meaning	Use little variation in sentence structures and few grade-appropriate words so that very little efficiency, emphasis, or clarity is present in the writing

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.10.6.1 Participate in a small group (e.g., plan sessions, decide on procedures, plan sessions, assign responsibilities, evaluate results)		The student: Listens to discussions about issues or interpretations and participates by responding to other’s ideas, deciding on and taking up a course of action, and evaluating results.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make significant contributions in a small group	Make useful contributions to the efforts of a small group	Make some contribution in a small group	Make limited contribution in a small group
DISCUSSION AND PRESENTATION	LA.10.6.2 Give a planned oral presentation, adopting a position or explaining a point of view		The student: Prepares and delivers a report or oral presentation to inform the audience about a topic or issue, or to influence the audience’s actions (e.g., vote in student council elections, recycle).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a well planned oral presentation, adopting an innovative position or explaining an insightful point of view	Give a planned oral presentation, adopting a reasoned position or explaining a credible point of view	Give a planned oral presentation, adopting a predictable position or describing an inconsistent point of view	Give an oral presentation, adopting a vague position or not providing a point of view

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.10.6.3 Use criteria that describe roles to ensure the participation of all members of a group		The student: Agrees on prescribed roles and/or responsibilities for every member of a group to ensure participation, productive exchanges of ideas, collaborative solutions to problems, and dispersed efforts to complete a task or project.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use highly effective criteria that describe roles to ensure a high level of participation of all members of a group	Use effective criteria that describe roles to ensure the participation of all members of a group	Use marginal criteria that describe roles to ensure some participation of all members of a group	Use ineffective criteria that describe roles that do not ensure the participation of all members of a group
CRITICAL LISTENING	LA.10.6.4 Listen to establish the strength of the evidence in support of the main point(s)		The student: Evaluates evidence (e.g., date of evidence, credibility of author) and patterns of reasoning (e.g., inductive/deductive, anecdotal) in order to make a judgment about the validity of an argument.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Listen to analyze, with clear and specific support, the strength of the evidence in support of the main point(s) in an oral argument	Listen to analyze the strength of the evidence in support of the main point(s) in an oral argument	Describe how the evidence is related to the main point(s) in an oral argument	Identify the supporting evidence in an oral argument

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Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.10.6.5 Use control of explicit techniques (e.g., modulating rate, volume, pitch, and tone) to align nonverbal behaviors with spoken message		The student: Focuses on explicit techniques when practicing presentation and, with feedback from self or others, adjusts techniques to improve presentation; uses mirror or feedback from others to better align nonverbal behaviors with spoken message.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use control of explicit techniques to align nonverbal behaviors with spoken message, in a highly effective way	Use improving control of explicit techniques to effectively align nonverbal behaviors with spoken message	Use some control of explicit techniques to partially align nonverbal behaviors with spoken message	Use very little control of explicit techniques so that nonverbal behaviors are not aligned with spoken message
DELIVERY	LA.10.6.6 Use visual and technological aids to support presentations		The student: Designs and creates multi-media presentations using available technology (e.g., video, cameras, audio recording, PowerPoint).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use highly effective visual and technological aids to creatively support presentations	Use visual and technological aids to support presentations	Use visual and technological aids that lend some support to presentations	Use irrelevant or vague visual and technological aids that do not support presentations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.10.6.7 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation
MEDIA COMPREHENSION AND INTERPRETATION	LA.10.6.8 Describe the effects of style and language choice in visual media		The student: Describes the effect on viewers of specific styles (e.g., long-shots to show isolation, rapid editing in television commercials) and language (e.g., words in headlines that grab readers’ attention) in visual media.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in clear and precise detail, the effects of style and language choice in visual media	Describe, in detail, the effects of style and language choice in visual media	Describe, in some detail, the effects of style and/or language choice in visual media	Describe, in minimal detail, the effects of style and/or language choice in visual media

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.10.7.1 Incorporate information from a range of print and online sources		The student: Locates and uses information from print (e.g., books, personal experience, magazines) and online (e.g., CD-ROM, internet, databases) sources when speaking for a defined purpose and names the sources as evidence of their quality.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Smoothly incorporate information from an extensive range of print and online sources	Incorporate information from a range of print and online sources	Incorporate limited information from a few print and online sources	Incorporate information from one or two print and online sources and/or incorporate irrelevant or vague information
DESIGN	LA.10.7.2 Use an introduction that captures interest and a conclusion that brings the topic to a satisfactory closing		The student: Develops specific techniques for oral introductions and conclusions (e.g., using quotations, anecdotes, references to authoritative sources, call to action).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an engaging introduction that captures interest and an insightful conclusion that brings the topic to a satisfactory close	Use an introduction that captures interest and a conclusion that brings the topic to a satisfactory close	Use a typical or general introduction and an obvious conclusion that brings the topic to a close	Use an irrelevant introduction or conclusion that does not capture interest or bring the topic to a satisfactory close

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 10

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.10.7.3 Selects specific words to elicit a desired response when speaking		The student: Consciously chooses words when writing a speech, creating notes, practicing a presentation, or speaking extemporaneously; considers connotative meanings that will help elicit a desired response from the listener.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Selects specific, insightful, and highly effective words to elicit a desired response when speaking	Select specific words to elicit a desired response when speaking	Use common or clichéd words that relate to the topic but may not elicit a desired response when speaking	Use vague or imprecise words that do not elicit a desired response when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	LA.11.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	The student: Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Use new grade-appropriate vocabulary, including content area vocabulary, with precision, fluency, and accuracy	Use new grade-appropriate vocabulary, including content area vocabulary, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary, including content area vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including content area vocabulary, with great difficulty and many significant errors	
LOCATING SOURCES/ GATHERING INFORMATION	LA.11.1.2 Use primary and secondary sources to develop and modify a research plan in response to problems and opportunities encountered in accessing print and online resources to support a thesis	The student: Engages in standard research practices to locate and read a wide variety of materials that will help with grasping the scope of the topic (e.g., reading summaries of research data written for lay audiences, cross checking bibliographies of the best known books on a research subject).			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
	Evaluate substantive primary and secondary sources to develop and modify a research plan, in a highly effective way	Use relevant primary and secondary sources to develop and modify a research plan	Use superficial or trivial primary and secondary sources to develop and modify a research plan, in a limited way	Use irrelevant primary or secondary sources or use only secondary sources	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CONSTRUCTING MEANING	LA.11.2.1 Use a variety of criteria (e.g., clarity, accuracy, author’s bias, use of persuasion) to evaluate information		The student: Separates the argument being made or the position being taken from the evidence in support of the argument or position. Uses criteria such as clarity, accuracy, author’s bias, and persuasive techniques to evaluate the evidence and decides whether it is relevant and reliable. Decides whether or not the argument or position is warranted.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use a variety of highly appropriate criteria to thoroughly evaluate information	Use a variety of criteria to evaluate information	Use some criteria to superficially evaluate information	Use very little criteria to ineffectively evaluate information

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
INTERPRETIVE STANCE	LA.11.3.1 Explain how the theme or meaning of a literary text can represent a view or comment on life		The student: Identifies the theme after reading a literary text. Explains how the theme applies to own life or to a current situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in a highly effective way and with clear and precise details, how the theme or meaning of a literary text can represent a view or comment on life	Explain, with logical supporting details, how the theme or meaning of a literary text can represent a view or comment on life	Explain, with some trivial supporting details, how the theme or meaning of a literary text can represent a view or comment on life	Describe, with minimal or irrelevant supporting details, that the theme or meaning of a literary text can represent a view or comment on life

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.11.3.2 Describe similarities and differences in content, literary form, and/or style in two or more selections of literature		The student: Annotates and/or cites specific uses of language, dialogue, structure, or ideas in a text and compares them to similar or different styles or ideas in another text.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, similarities and differences in content, literary form, and/or style in two or more selections of literature	Describe, in detail, similarities and differences in content, literary form, and/or style in two or more selections of literature	Describe, in some detail, similarities and differences in content, literary form, and/or style in two or more selections of literature	Describe, in minimal detail, similarities and differences in content, literary form, or style in two or more selections of literature

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 11

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.11.3.3 Analyze how a literary text is related to historical, cultural, and/or political themes and issues (e.g., women’s place in society, sovereignty of native groups)		The student: Applies historical, cultural, or political information to the reading of a literary text on a given topic (e.g., learns about the situation in Europe preceding World War I as background for reading <i>All Quiet on the Western Front</i>). Analyzes connections and draws inferences about the text based on this information.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze, in clear and precise detail, how a literary text is significantly related to historical, cultural, and/or political themes and issues	Analyze, in detail, how a literary text is significantly related to historical, cultural, and/or political themes and issues	Analyze, in some detail, how a literary text is related to historical, cultural, and/or political themes and issues or analyze some insignificant relationships between the text and themes or issues	Analyze, in minimal detail, how a literary text is related to historical, cultural, and/or political themes and issues or analyze irrelevant relationships between the text and themes or issues

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	LA.11.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives or scripts with a theme and details that contribute to a mood or tone • poems using a range of poetic techniques and figurative language in a variety of forms • literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic • research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources • functional writing including college and job applications • reflections that draw comparisons between specific incidents and broader themes 		The student: Writes grade-appropriate narratives or scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays, which are grounded in an understanding of the topic and which 1) respond to literature, 2) persuade the reader, or 3) explain a personal idea or point of view; research papers built around a thesis and upon research consciously selected for validity and reliability; functional writing like applications; and reflections that connect individual experiences with larger issues.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
GRAMMAR AND MECHANICS	LA.11.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English		The student: Edits writing for conventions through individual analysis with the aid of a grammar handbook, through feedback from teacher conferences, or using grammar and spell check on the computer.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with accuracy	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with no significant errors	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.11.4.3 Synthesize and cite information from multiple sources (e.g., almanacs, websites, periodicals, field studies, speeches, interviews) while maintaining the flow of ideas		The student: Knows information from references well enough to synthesize it with prior knowledge while respecting the perspectives expressed in the varied references; cites sources in an established and responsible academic manner.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Synthesize and cite information, with accuracy and completeness, from an extensive variety of sources while maintaining a smooth flow of ideas	Synthesize and cite information, with no significant errors, from multiple sources while maintaining the flow of ideas	Cite information, with a few significant and/or many minor errors, and/or synthesize information from few sources or synthesize information in a way that maintains a limited flow of ideas	Cite information, with many significant errors, and/or synthesize information from a limited number of sources or synthesize information in a way that does not maintain the flow of ideas

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Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.11.4.4 Use grade-appropriate conventions for documentation in text, notes, and bibliographies		The student: Understands plagiarism and uses a process for documenting ideas and language that are not original by following guidelines (e.g., <i>MLA</i> , <i>APA</i> , <i>Chicago Manual of Style</i>) for in-text citations, bibliographies, and page formatting (e.g., margins, title page, spacing).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with accuracy and completeness	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with no significant errors	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with a few significant and/or many minor errors	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Grade 11

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.11.5.1 Develop ideas and details in writing to address a specific purpose and audience		The student: Identifies the dominant characteristics of the audience and anticipates their needs, questions, objections, prior knowledge, and background when choosing details and ideas to include in writing.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Develop insightful ideas and creative details in writing to clearly address a specific purpose and audience	Develop ideas and details in writing to address a specific purpose and audience	Develop trivial ideas and superficial details in writing to address a specific purpose and audience	Develop vague ideas or irrelevant details in writing that do not address a specific purpose and audience
DESIGN	LA.11.5.2 Organize writing so that it conveys a clear perspective on the topic, maintains a consistent focus, and addresses the needs of the audience		The student: Considers the audience (e.g., their familiarity with topic, possible objections to content) when planning, gathering information, drafting, and revising writing (e.g., deciding the major points and the order in which to present them, assuring that all sentences are directly connected to these points).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully organize writing so that it conveys a clear and innovative perspective on the topic, maintains a consistent focus, and addresses the specific needs of the audience	Organize writing so that it conveys a clear perspective on the topic, maintains a consistent focus, and addresses the needs of the audience	Use an organizational structure that only partially conveys a perspective on the topic, maintains a focus, or helps in addressing the needs of the audience	Use a poor or ineffective organizational structure that does not convey a clear perspective on the topic, maintain a focus, or help to address the needs of the audience

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LANGUAGE ARTS GRADES K-12**

Grade 11

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.11.5.3 Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message		The student: Drafts and revises writing to eliminate redundancy and wordiness by finding precise synonyms to vary word choice and by revising writing for the most precise and concise way to express ideas in order to best articulate the intended meaning.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully use a variety of complex sentence structures and grade-appropriate vocabulary to achieve the intended message	Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message	Use some variation in sentence structure and some grade-appropriate vocabulary to partially achieve the intended message	Use little variation in sentence structures and few grade-appropriate words so that very little of the intended message is achieved

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Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.11.6.1 Participate in a small group (e.g., organize sessions and information, complete a grade-appropriate task, evaluate the group’s accomplishments)		The student: Cooperates with peers to put together a group; establishes roles, responsibilities, ground rules, and schedule in relation to task; follows through on assignments; evaluates the work of the group based on criteria.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make significant contributions in a small group	Make useful contributions to the efforts of a small group	Make some contribution in a small group	Make limited contribution in a small group
DISCUSSION AND PRESENTATION	LA.11.6.2 Give a planned oral presentation on a topic that is open to more than one point of view		The student: Chooses a topic that is open to more than one point of view; plans presentation to balance information, foresee range of reactions, and guide audience to appreciate and consider own perspective.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a creative and insightful planned oral presentation on a topic that balances more than one point of view	Give a planned oral presentation on a topic that is open to more than one point of view	Give a planned oral presentation on a topic that is not clearly open to more than one point of view	Give an oral presentation that shows little advance planning and/or is not open to more than one point of view

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LANGUAGE ARTS GRADES K-12**

Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.11.6.3 Listen to assess the reasonableness of the position or argument		The student: Evaluates the line of reasoning—including logic in argument—heard in speeches, commercials, and other media.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Listen to thoroughly assess the reasonableness of the position or argument, based on clear and specific supporting evidence	Listen to assess the reasonableness of the position or argument, based on supporting evidence	Listen to assess the reasonableness of the position or argument, based on superficial evidence	Listen to assess the reasonableness of the position or argument but do not base assessment on evidence
DELIVERY	LA.11.6.4 Use verbal and nonverbal delivery skills to adjust speaking for various audiences and to respond to audience feedback		The student: Adjusts volume, enunciation, intonation, posture, eye contact, and other aspects of delivery in subsequent speech based on feedback from the audience (e.g., disinterest, lack of comprehension due to fast pace).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use verbal and nonverbal delivery skills to insightfully adjust speaking for various audiences and to respond to audience feedback, in a highly effective way	Use verbal and nonverbal delivery skills to adjust speaking for various audiences and to respond to audience feedback	Use some verbal and nonverbal delivery skills to partially adjust speaking for various audiences and to respond to some audience feedback	Use very few verbal and nonverbal delivery skills to make little adjustment for speaking to various audiences and to respond to audience feedback

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DELIVERY	LA.11.6.5 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation
MEDIA COMPREHENSION AND INTERPRETATION	LA.11.6.6 Evaluate the effectiveness and consequences of a wide variety of techniques and impacts of visual media		The student: Assesses a variety of media techniques (e.g., use of fade-outs and lighting, persuasive techniques, special effects, approaches used in different media forms) and the impact of media on society (e.g., how media perpetuates stereotypes, impact of media on daily life and on politics).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in clear and precise detail and sophistication, the effectiveness and consequences of a wide variety of techniques and impacts of visual media	Evaluate, in detail and with logic, the effectiveness and consequences of a wide variety of techniques and impacts of visual media	Evaluate, in some detail or with logic that is hard to follow, the effectiveness and consequences of a wide variety of techniques and impacts of visual media	Evaluate, in minimal detail or with no apparent logic, the effectiveness and consequences of a wide variety of techniques and impacts of visual media

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.11.7.1 Use information about audience to incorporate ideas or approaches that will increase interest and acceptance		The student: Analyzes the audience (e.g., interests, biases, education) before making final choice of ideas to include and deciding on organizational structure.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully use information about audience to incorporate creative ideas or approaches that will increase interest and acceptance, in a highly effective way	Use relevant information about audience to incorporate ideas or approaches that will increase interest and acceptance	Use obvious or superficial information about audience to incorporate ideas or approaches that may increase interest and acceptance	Use irrelevant information about audience to incorporate ideas or approaches
DESIGN	LA.11.7.2 Use transitions effectively to organize content and ideas when speaking		The student: Consciously adds transitional words and phrases (e.g., to begin, next, an example of this is, finally) to formal and informal speaking in order to help the listener follow the train of thought.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use smoothly integrated transitions to effectively organize content and ideas when speaking	Use transitions effectively to organize content and ideas when speaking	Use transitions that are somewhat awkward or ineffective to organize content and ideas when speaking	Use unclear or confusing transitions that do not effectively organize content and ideas when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 11

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.11.7.3 Use rhetorical devices (e.g., rhetorical question, parallel structure, repetition) to highlight key ideas when speaking		The student: Plans and revises a speech to include rhetorical devices that will leave the audience with no doubt as to the key ideas of the speech.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use rhetorical devices to creatively highlight key ideas when speaking	Use rhetorical devices to highlight key ideas when speaking	Use rhetorical devices that partially highlight key ideas when speaking	Use rhetorical devices that do not highlight key ideas when speaking

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT			
VOCABULARY AND CONCEPT DEVELOPMENT	LA.12.1.1 Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study	The student: Increases working vocabulary through word study (e.g., lists, root/affix study, word origins) and through reading (e.g., texts read as a whole class, reading circles, independent reading) and uses new words in writing and speech.			
	RUBRIC				
	Advanced	Proficient	Partially Proficient	Novice	
Use new grade-appropriate vocabulary, including content area vocabulary, with precision, fluency, and accuracy	Use new grade-appropriate vocabulary, including content area vocabulary, with minimal difficulty and no significant errors	Use new grade-appropriate vocabulary, including content area vocabulary, with difficulty and a few significant and/or many minor errors	Use new grade-appropriate vocabulary, including content area vocabulary, with great difficulty and many significant errors		

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
LOCATING SOURCES/ GATHERING INFORMATION	LA.12.1.2 Use primary and secondary sources to develop and modify a research plan in response to problems and opportunities encountered in accessing print and online resources to resolve conflicting information	The student: Engages in standard research practices to locate and read a wide variety of materials that will help with grasping the scope of the topic (e.g., reading summaries of research data written for lay audiences, cross checking bibliographies of the best known books on a research subject, using available technology to locate and gather information).		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Evaluate substantive primary and secondary sources to develop and modify a research plan, in a highly effective way	Use relevant primary and secondary sources to develop and modify a research plan	Use superficial or trivial primary and secondary sources to develop and modify a research plan, in a limited way	Use irrelevant primary or secondary sources or use only secondary sources	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

Standard 2: Reading: READING COMPREHENSION— Use reading strategies to construct meaning from a variety of texts				
TOPIC	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT		
CONSTRUCTING MEANING	LA.12.2.1 Uses a variety of criteria (e.g., effectiveness of organization, logic, propaganda techniques, authenticity, appeal to audience) to evaluate information	The student: Evaluates information from texts by applying various criteria: Is it effectively organized? Is the argument logical? Are propaganda techniques employed effectively? Does the information come from authentic sources? Is the information written to appeal to the intended audience?		
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use an extensive variety of criteria to thoroughly evaluate information	Use a variety of criteria to evaluate information	Use some criteria to superficially evaluate information	Use very little criteria to ineffectively evaluate information

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS—Respond to literary texts from a range of stances: personal, interpretive, critical				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL STANCE	LA.12.3.1 Evaluate how an author’s purpose and message are supported by his/her construction of text and use of literary devices		The student: Uses literary terminology in writing and discussions to support an opinion about the effectiveness of a text’s structure and language (e.g., the use of the ghost in the delineation of Hamlet’s character and inaction).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Thoroughly evaluate, using clear and specific textual evidence, how an author’s purpose and message are supported by his/her construction of a text and use of complex literary devices	Evaluate how an author’s purpose and message are supported by his/her construction of text and use of literary devices	Describe how an author’s purpose and message are supported by his/her construction of text and use of literary devices	Identify an author’s purpose and message, the construction of text, and/or use of literary devices
CRITICAL STANCE	LA.12.3.2 Identify the social or political assumptions in a literary text		The student: Reads a text (e.g., <i>Jane Eyre</i>) and discusses or writes about the social or political assumptions in the novel (e.g., the limited opportunities for women in society, especially those who are educated but without means).	
	Rubric			
	Advanced	Proficient	Partially Proficient	Novice
	Analyze the social or political assumptions in a literary text	Identify the social or political assumptions in a literary text	Identify some of the social or political assumptions in a literary text	Identify very few of the social or political assumptions in a literary text

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK	SAMPLE PERFORMANCE ASSESSMENT	
RANGE OF WRITING	LA.12.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: <ul style="list-style-type: none"> • narratives or scripts with a theme and details that contribute to a mood or tone • poems using a range of poetic techniques and figurative language in a variety of forms • literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic • research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources • functional writing including college and job applications • reflections that draw comparisons between specific incidents and broader themes 	The student: Writes grade-appropriate narratives or scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays, which are grounded in an understanding of the topic and which 1) respond to literature, 2) persuade the reader, or 3) explain a personal idea or point of view; research papers built around a thesis and upon research consciously selected for validity and reliability; functional writing like applications; and reflections that connect individual experiences with larger issues.	
	RUBRIC		
	Advanced	Proficient	Partially Proficient
Insightfully adapt writing to grade-appropriate formats for a variety of purposes and audiences	Adapt writing to grade-appropriate formats for a variety of purposes and audiences	Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences	Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
GRAMMAR AND MECHANICS	LA.12.4.2 Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English		The student: Edits writing for conventions through individual analysis with the aid of a grammar handbook, through feedback from teacher conferences, or by using grammar and spell check on the computer.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with accuracy	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with no significant errors	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with a few significant and/or many minor errors	Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.12.4.3 Synthesize and cite information from multiple sources (e.g., works of art, works cited within other works, a work appearing in an anthology, an unpublished manuscript) while maintaining the flow of ideas		The student: Knows information from references well enough to synthesize it with prior knowledge while respecting the perspectives expressed in the varied references; cites sources in an established and responsible academic manner.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Synthesize and cite information, with accuracy and completeness, from an extensive variety of sources while maintaining a smooth flow of ideas	Synthesize and cite information, with no significant errors, from multiple sources while maintaining the flow of ideas	Cite information, with a few significant and/or many minor errors, and/or synthesize information from few sources or synthesize information in a way that maintains a limited flow of ideas	Cite information, with many significant errors, and/or synthesize information from a limited number of sources or synthesize information in a way that does not maintain the flow of ideas

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CITING SOURCES	LA.12.4.4 Use grade-appropriate conventions for documentation in text, notes, and bibliographies		The student: Uses a process for documenting ideas and language that are not original by following guidelines (<i>MLA, APA, Chicago Manual of Style</i>) for in-text citations, bibliographies, and page formatting (e.g., margins, title page, spacing).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with accuracy and completeness	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with no significant errors	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with a few significant and/or many minor errors	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with many significant errors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

Standard 5: Writing: RHETORIC—Use rhetorical devices to craft writing appropriate to audience and purpose				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.12.5.1 Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience		The student: Uses ideas and details when writing informally (e.g., free writes, journal, notes) or formally (e.g., essays, reports, poems,) that connect the topic or story to broader implications about culture, society, or politics.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Develop creative ideas and insightful details in writing to enlarge the effect or scope of the piece while clearly addressing a specific purpose and audience	Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience	Use some obvious ideas or trivial details in writing that have a limited effect on enlarging the scope of the piece or addressing a specific purpose and audience	Use vague ideas or irrelevant details in writing that do not enlarge the effect or scope of the piece while addressing a specific purpose and audience
CLARITY	LA.12.5.2 Use a variety of sentence structures and grade-appropriate vocabulary to achieve intended message		The student: Uses understanding of the power of language to connote meaning, to carry subtle messages, and to include and exclude readers by drafting and revising writing to use connotative words and phrases and to vary sentence structure to better support the intended meaning and tone.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully use a variety of complex sentence structures and grade-appropriate vocabulary to achieve the intended message	Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message	Use some variation in sentence structure and some grade-appropriate vocabulary to partially achieve the intended message	Use little variation in sentence structures and few grade-appropriate words so that very little of the intended message is achieved

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DISCUSSION AND PRESENTATION	LA.12.6.1 Participate in a small group (e.g., organize sessions and information, complete a grade-appropriate task, evaluate the group’s accomplishments)		The student: Cooperates with peers to put together a group; establishes roles, responsibilities, ground rules, and schedule in relation to task; follows through on assignments; evaluates the work of the group based on criteria.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Make significant contributions in a small group	Make useful contributions to the efforts of a small group	Make some contribution in a small group	Make limited contribution in a small group
DISCUSSION AND PRESENTATION	LA.12.6.2 Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience		The student: Plans and presents a speech to support a position on a specified topic; anticipates and prepares for questions from the audience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Give a creative, planned oral presentation to thoroughly support a position on a specified topic and respond to questions from the audience, in a highly effective way	Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience	Give a weakly planned oral presentation to support a position on a specified topic, in a limited way, and respond to some questions from the audience	Give an oral presentation that shows little evidence of advance planning

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CRITICAL LISTENING	LA.12.6.3 Listen to determine the evidence for and against a given position or argument		The student: Listens to a presentation and, taking notes as needed, identifies the position taken and the evidence in support of that position.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Determine, with clarity and specific details, the evidence for and against a given position or argument by listening	Determine the evidence for and against a given position or argument by listening	Make a determination about a given position or argument that is partially supported by the evidence	Make a determination about a given position or argument that is not supported by the evidence
DELIVERY	LA.12.6.4 Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation		The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

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	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEDIA COMPREHENSION AND INTERPRETATION	LA.12.6.5 Describe how the media affect audiences with different backgrounds		The student: Predicts the effects of a media message on audiences of different backgrounds. Establishes demographic groups. Conducts research involving primary and secondary sources to gauge the effect. Relates findings to prediction.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in clear and precise detail, how the media affect audiences with different backgrounds	Describe, in detail, how the media affect audiences with different backgrounds	Describe, with a mixture of relevant and irrelevant detail, how the media affect audiences with different backgrounds	Identify the effects of media on audiences with different backgrounds

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MEANING	LA.12.7.1 Use relevant evidence and rhetorical devices to advocate and defend a position		The student: Advocates and defends a position by organizing specific, relevant evidence in support of the position and employing knowledge of rhetorical devices (e.g., rhetorical questions; appeals to logic, ethics, emotion; innuendoes; hyperbole).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use insightful and relevant evidence and rhetorical devices to advocate and defend a position, in a highly effective way	Use relevant evidence and rhetorical devices to advocate and defend a position	Use obvious evidence and common rhetorical devices to advocate and defend a position, in a limited way	Use irrelevant evidence and unclear rhetorical devices that do very little to advocate and defend a position
DESIGN	LA.12.7.2 Organize points so as to lead the audience to seriously consider an argument or stance		The student: Revises the organization of the speech after considering the needs of the audience, deleting, adding, or rewording parts to increase the possibility of serious consideration of the argument or stance.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Insightfully organize points so as to lead the audience to consider an argument or stance, in a highly effective way	Organize points so as to lead the audience to seriously consider an argument or stance	Organize points so as to lead the audience to understand and follow an argument or stance	Organize points in a manner that may be confusing or difficult to follow

**HAWAII CONTENT AND PERFORMANCE STANDARDS
LANGUAGE ARTS GRADES K-12**

Grade 12

Standard 7: Oral Communication: RHETORIC— Adapt messages appropriately to address audience, purpose, and situation				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
CLARITY	LA.12.7.3 Use language that shows authority, conviction, and knowledge of topic		The student: Consciously adds figurative language, relevant and engaging details, specific words with appropriate connotations, and rhetorical devices to convince the audience of own authority conviction and knowledge.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Use creative and specific language to show strong authority, conviction, and knowledge of topic	Use language that shows authority, conviction, and knowledge of topic	Use language that shows some authority, conviction, or knowledge of topic	Use language that shows little authority, conviction, or knowledge of topic

APPENDIX A: ACKNOWLEDGEMENTS

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- Middle School Department Chairpersons' Meeting on February 17, 2005, in the OCISS Annex
- High School Department Chairpersons' Meetings on February 18, 2005, in the OCISS Annex
- HCPS III Elementary Forum on February 23, 2005, in the Hawaii Convention Center
- HCPS III Secondary Forum on February 24, 2005, in the Hawaii Convention Center
- Instructional Services Branch Standards Retreat on March 16, 2005, at the Radisson Prince Kuhio Hotel

Elementary School Teachers

Karen Akiyama-Paik, Waiakea Elementary
Allison Carveiro, Eleele Elementary
Joyce Felipe, Jefferson Elementary
Wendy Heyd, Waihee Elementary
Mark Hirata, Aiea Elementary
Brian Ito, Kaahumanu Elementary
Susan Kurihara, Liliuokalani Elementary
Jacqueline Luna, Chiefess Kapiolani Elementary
Sean Maskell, Hokulani Elementary
Lynn Miyashiro, Ala Wai Elementary
Lynn Muraoka, Mililani Mauka Elementary
Janice Ogi, Lanakila Elementary
Michelle Okino, Mililani Ike Elementary
Ann Saruwatari, Mililani Uka Elementary
Kelli Shirota, Kauluwela Elementary
Malia Toyama, Honowai Elementary

Middle School Teachers (including 6th grade)

Lurline Agbayani, Hilo Intermediate
Laurie Anguay, Aliamanu Elementary
Sharlene Arita, Noelani Elementary
Karen Beck, Washington Middle
Lehua Brown, Anuenue School
Kimberly Cambra, Iao Intermediate
Jill Chow, Chiefess Kamakahahei Middle
Sarah Cole, Kahuku High and Intermediate
Gerald Dar, Wahiawa Middle
Sandy Domion, Waialua High and Intermediate
Kinau Gardner, Jarrett Middle
Donna Gomes, Pearl Harbor Elementary
Gloria Gorter, Aliamanu Intermediate
Sheri Hayashi, Shafter Elementary
Danelle Huddy, Pearl Ridge Elementary
Nelson Jacinto, Pahoehoe High and Intermediate
Jan Kanaeholo, Waipahu Intermediate
Shari Kaneshiro, Hokulani Elementary
Kahele Keawe, Chiefess Kamakahahei Middle
Sandi Kekina, Puuhale Elementary
Ailene Komori, Wheeler Middle
Carole Kono, Webling Elementary
Michelle Koral, Wheeler Middle
Patti Laba, Dole Middle
Karin Larson, Jarrett Middle
Robyn Muramoto, Pauoa Elementary
M. Malia Naeole, Hilo Intermediate
Pat Nakanishi, Waimalu Elementary
Erin Noordhoff, Niu Valley Middle
Debbie Otsu, Kaimuki Middle
Judi Palmeira, Ewa Elementary
Dan Parsons, Pearl Harbor Kai Elementary

Traci Shintaku, Washington Middle
Mie Tamura, Dole Middle
Helen Tsugawa, Wheeler Middle
Anthony Turbeville, Makalapa Elementary
Debra Uwaine, Hokulani Elementary
Carole Wong, Mililani Middle
June Yamanuha, Noelani Elementary
Kaylene Yee, Wamalu Elementary

High School Teachers

Sophia Agtarap, Laupahoehoe High and Elementary
Shu-Ying Bonner, Keaa High
Sandra Carvalho, Maui High
Cynthia Chun, Kapolei High
Karen de Brum, Lanai High
Julie Do, Campbell High
Jerry Fujii, Waialua High and Intermediate
Megan Garcia, Waianae High
Karen Harada, Molokai High
Linda Hess, Kalaheo High
Marie Ho, Honokaa High and Intermediate
Tracey Idica, Aiea High
Gayle Ikeda, Kaimuki High
Lori Kingen-Gardner, Castle High
Jill Laboy, Kailua High
Terry Low, Kauai High
Douglas Lung, Kaiser High
Candice Lusk, Roosevelt High
Jacqueline Matsumura, Waimea High
Rachelle Mattos-Nakachi, Honokaa High and Intermediate
Sandra McBride, Kine Kekaulike High
Susan Miller, Kalani High
Shellie Naungayan, Waiakea High

Carey Quinton, Waianae High
Teresa Rosario, Maui High
Judy Sakuoka, Leilehua High
Liz Shiraki, Farrington High
Susan Taira, Roosevelt High
JoAnn Terashima, Pearl City High
Geneva Todikozi, Leilehua High
Liane Voss, Moanalua High
Gail White, Radford High
Erin Williams, Hilo High
James Young, Kealakehe High
Sheila Yuasa, Mililani High

District and Complex Specialists and Resource Teachers

Sean Doi, Kauai District
Darlene Fujimoto, Central District
Lorraine Gomez, Maui District
Connie Kalima, Honolulu District
Lynn Kobayashi, Honolulu District
Gail Lee, Central District
Amy Makishi, Campbell, Kapolei, Waianae Complex
Pat Miyahira, Pearl City Complex
Avis Masuda, Hawaii District
Lynnette Ogata, Central District
Charlene Okamoto, Hawaii District
Petra Schatz, Leeward District
Lois Toyama, Leeward District
Kelvin Wong, Campbell, Kapolei, Waianae Complex
Nolan Yamaki, Hawaii District

DOE Instructional Services Branch Staff

Judy McCoy, Administrator, Languages Section

Puanani Wilhelm, Administrator and Editor

Gloria Kishi, Educational Specialist, Pihana Na Mamo

Milton Kimura, Educational Specialist, Language Arts

Gwen Lee, Resource Teacher, Language Arts

Bernice Kihara, Resource Teacher, Reading First

APPENDIX B: GLOSSARY FOR ELA HCPS III

Active voice—Refers to the voice of a verb if the subject is doing the action in a sentence.

Adjective—A word used to describe a noun or pronoun.

Adverb—A word used to modify a verb, an adjective, or another adverb.

Advertising techniques—Techniques using informative or persuasive communications that are essential in the decision-making process.

Affix— A bound (non-word) morpheme that changes the meaning or function of a root or stem when it is attached, as in the beginning, middle, or ending.

Allusion—Reference to a familiar person, place, thing, or event.

Alphabetic Understanding—Recognizing that English is an alphabetic system in that it uses visual characters (letters of the alphabet) to represent general sounds and sound patterns.

Annotation— Note-taking in the form of adding comments, explanations, or questions to a text.

Antonym—Words with opposite meanings.

Appositive—A word or phrase that identifies or renames a noun or pronoun.

Bibliography—A list of books, articles, or references used to acknowledge use and consultation.

Blend—A combination of sounds represented by letters to pronounce a word.

Character— A person or animal in a story.

Citing Sources—Refers to the style for giving credit for information including research documentation.

Colloquialism—A common word or phrase used for ordinary, everyday conversation but not intended for formal speech or writing. Colloquial word usage may be appropriate in narrative pieces for stylistic effects.

Comparative form—Compares two person, places, things, or ideas.

Complex sentence—A sentence containing one independent clause and one or more dependent clauses.

Compound sentence—A sentence made up of two or more simple sentences that are joined by a coordinate conjunction, punctuation, or both.

Compound word—A word that is made up of two more words.

Compound-complex sentence—A sentence containing two or more independent clauses and one or more dependent clauses.

Concepts of print—The knowledge of the alphabetic principle and letter/sound relationships and the understanding of the conventions of print, in the context of text. This includes how print works, concepts about letters, words, and how books are read.

Constructing Meaning—The process in which the reader integrates what is read with his or her prior knowledge.

Content area vocabulary—The specialized vocabulary of a particular discipline.

Contraction—The shortening of a word or phrase by using an apostrophe to show that one or more letters have been left out.

Conventions and Skills—This standard focuses on the rules that govern the language. It refers to grammar, spelling, punctuation, usage, and syntax. It also refers to the text forms.

Critical listening—Listening that emphasizes critical thinking skills. Critical listening involves the listener to assess, interpret, and evaluate what is he or she is hearing.

Critical stance—To respond to text by thinking critically about the author's craft and the author's perspective and ideas. Readers take on an objective perspective and examine, evaluate, reorganize, or analyze the text itself.

Critical viewing--The ability to use critical thinking skills to view, question, analyze and understand issues presented overtly and covertly in movies, videos, television and other visual media.

Declarative sentence—A sentence that makes a statement. It tells about a person, a place, a thing, or an idea. A period is used as the end punctuation mark.

Decode—Refers to word identification, to analyze spoken or graphic symbols to determine intended meaning.

Design—The form and structure or organization that showcases the writer’s meaning and moves the reader through the writing.

Edit—To prepare a text by checking and making the necessary corrections for standard conventions, punctuation, varied sentence structure, and appropriate word choice.

Ellipsis—The use of three periods to show a pause in dialogue or to show that words or sentences haven been left out.

Exclamatory sentence—A sentence that communicates a strong emotion or surprise. An exclamation point is used as the end punctuation mark..

Explicit information—Information that is clearly stated in a text.

Fiction—Writing that describes imaginary people and events. Fiction includes realistic fiction, historical fiction, fantasy, science fiction, folktales, fables, myths, and legends.

Figurative language—Language that is used to create a special effect or feeling in order to enhance and clarify meaning. Figurative language techniques include the use of hyperbole, metaphor, simile, or personification.

Fluency—The use of intonation, expression, phrasing and flexible pacing to create a meaningful oral or silent reading of a text. When a reader reads with fluency, he or she reads with freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading.

Fragment—A group of words that doesn’t express a complete thought. A sentence fragment may be missing a subject or a verb.

Genre—A category used to classify literary works on the basis of form, style, or subject matter. The main literary genres are fiction, nonfiction, poetry, and drama.

Graphic structures—The organizational patterns in which texts is written.

High frequency word—A word that appears many more times than most other words in spoken or written language.

Homograph—Words identical in spelling, but differ in origin, meaning, and sometimes pronunciation (e.g., *wind*, *wind*).

Homonym—Words identical in spelling and pronunciation, but differ in origin and meaning (e.g., *pool*, *pool*).

Homophone—Words that are identical in pronunciation, but differ in origin, spelling and meaning (e.g., *faire*, *fare*).

Hyperbole—An extreme exaggeration or overstatement used for emphasis.

Idiom—A phrase or expression that mean something different from the literal meaning of the words.

Imagery—The use of words, usually based on sensory details, to create a certain picture in the reader’s mind.

Imperative sentence—A sentence that gives a command. Imperative sentences use a period or exclamation point as end punctuation.

Implied information—Information that is not clearly stated or explicit.

Inference—A conclusion reached on the basis of evidence and reasoning. Inferences are drawn both from implied and explicit information.

Informational text—Non fiction genre that includes biographies, reports, research, and news articles.

Interpersonal—Communication between people.

Interpretive stance—The reader’s response to text that requires the reader to connect prior knowledge to, and make inferences about the text. The reader examines the text in order to explain or support his or her thinking. The reader considers literary elements as well as multiple perspectives in developing interpretations.

Interrogative sentence—A sentence that asks a question or makes an inquiry and uses a question mark as the end punctuation.

Intonation—The rise and fall of the voice in speaking.

Irony—The use of a word or phrase to mean the exact opposite of its literal or common meaning.

Literary elements--The essential components of a piece of literature which includes character, plot, setting, point of view, conflict, resolution.

Literary Response and Analysis—The analysis and judgment of works of literature based on a body of principles. The principles used in judging a literary work vary from

Meaning—Meaning is the “insight”, “the understanding of words.” Donald Murray (1987) says that meaning is sometimes revealed by applying the ‘so what’ test. In a good piece of writing, that question has to be answered.

Media Comprehension—The understanding of the role of media in society as well as essential skills of inquiry and self expression. It involves the ability to access, analyze, evaluate and create media in a variety of forms. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

Metaphor—A type of figurative language that is a comparison of two unlike things in which one thing is described as being something else.

Motif—A distinctive or dominant theme in a work.

Onset rimes—Refers to the units of syllables which can be heard in spoken words. Spoken syllables consists of two natural parts: 1) any consonants that may come before the vowel and 2) a vowel and any consonants that come after it.

Orthographic pattern—The spelling system of a language in how letters are combined to represent sounds and form words.

Passive voice—The subject of the verb is the receiver of some action or state indicated by the verb.

Personal stance—The reader’s response to the text that connects his or her own background knowledge of the subject and of the texts. The reader makes clear, plausible connections to the text.

Phoneme—The smallest sound unit of speech, and it affects the meaning of words.

Phonemic Awareness—the ability a reader has in order to manipulate the sounds of oral speech. A reader who possesses phonemic awareness can segment sounds in words and blend strings of isolated sounds to form recognizable words.

Pitch—The degree of highness or lowness of a tone.

Plagiarism—The use of a work or idea of someone else and passing it off as one’s own.

Plot—The “meat” of a story. It is the series of events or action that builds upon one another as the story develops.

Point of view—Literary work written in verse

Prediction—An anticipated outcome of a situation.

Primary source—An original source that provides information directly, not through another person’s explanation or interpretation.

Prior knowledge—The knowledge a reader brings to the text from previous experiences.

Rhetoric--Refers to the discovering of ideas, organization, style, and delivery used by writers to

Rhetorical devices—Any of the techniques used by writers to communicate meaning or to persuade an audience. Rhetorical devices range from word-or sentence-level techniques such as the use of metaphor or apostrophe to techniques that shape an entire piece, such as irony or extended analogy.

Sarcasm—The use of praise to make fun of or mock someone or something. The use of such praise is not sincere and is intentionally used to mean the opposite.

Satire—A literary tone used to make fun of human vice or weakness, often with the intent of correcting or changing the subject of the attack.

Secondary source—A source that is not an original source. A secondary source is one that contains information other people have gathered and interpreted. It is at least one removed from the original.

Simile—A comparison of two unlike things using the words *like* or *as*.

Symbolism—The use of symbols to represent ideas or qualities.

Thesis—The basic argument advanced by a speaker or writer who then attempts to prove it. The thesis is the subject or major argument of a speech or composition.

Tone—The writer’s attitude toward his or her subject. A writer’s tone can be serious, sarcastic, solemn, and so on.

Voice—The imprint of a writer; the writer revealed. Voice is the character of the writer, the point of view of the writer towards the subject, the caring of the writer, the honesty of the writer.