

# Benchmarks for Reading/Language Arts

May 2004

The benchmarks are educational goals that are established for the students in the district. As educators, we will do our best to provide all students with the instruction required to meet these goals.

Each set of benchmarks is divided by grade level. You'll notice the goal for students followed by a letter and number code. That code designates which Wisconsin Model Academic Performance Standard is linked with the benchmark. For more information about the WI Model Academic Standards, please visit the Department of Public Instruction's web site at <http://www.dpi.state.wi.us/dpi/oea/standrds.html>.

## Some things we need to know concerning Reading & English Language Arts:

The Reading/Language Arts Benchmarks include references to specific educational tools that the instructors use. The following list will help you understand what those educational tools are used for.

The term **age appropriate** is used with the intention of meeting the needs of the student at their individual reading level.

**Sitton Spelling/Priority Words** are the high frequency words that students must spell correctly in all of their everyday writing. The important bank of words represent a minimum proficiency for spelling. The list is cumulative beginning with word #1 (the) based upon frequency-of-use. Students progress up the list with each grade level. The list does not encompass all of the words that will be used in a student's writing during the year.

**Core Words** are a fixed list of high-frequency writing words divided by grade level, used for practicing and mastering basic skills and strategies.

The **Writing Process Steps** are: 1. Prewriting 2. First Draft 3. Revise 4. Edit 5. Publish

The **traits of good writing** include:

- IDEAS - A clear point, message, theme or story line, backed by important, carefully chosen details and supportive information.
- ORGANIZATION - How a piece of writing is structured and ordered.
- VOICE-The fingerprints of the writer on the page- the writer's own special, personal style coming through in the words, combined with concern for the informational needs and interests of the audience.
- WORD CHOICE - Language, phrasing, and the knack for choosing the "just right" word to get the message across.

- SENTENCE FLUENCY - The rhythm and sound of the writing as it is read aloud.
- CONVENTIONS - Editorial correctness and attention to any detail a copy editor would review, including spelling, grammar and usage, capitalization, paragraph indentation and punctuation.

The **Six-Trait Writing Rating Scale** is 1-5 at each individual grade level. (1 being lowest - 5 being highest).

### **Kindergarten**

1. Students will begin to recognize upper and lowercase letters of the alphabet.
2. Students will identify initial consonant sounds. A.4.1
3. Students will begin to identify high frequency words that are age appropriate. A.4.1
4. Students use concepts of print using directionality such as top to bottom and left to right. A.4.1
5. Students will begin to recognize environmental print. A.4.1
6. Students will distinguish onsets and rhymes that are age appropriate. A.4.1
7. Students relate words to pictures at an age appropriate level. A.4.2
8. Students will use concepts of print such as directionality in writing and spaces between words. B.4.2
9. Student will communicate through writing at an age appropriate level such as illustrations, scribbles, random letters and words. B. 4.1
10. Students use age appropriate vocabulary to speak clearly and in complete sentences. C.4.1
11. Students identify characters and sequence of events. C.4.2
12. Students demonstrate listening skills as they follow directions and participate in discussions. C.4.2, C.4.3

### **First Grade**

1. Students will recognize upper and lowercase letters of the alphabet.
2. Students will identify initial, medial, and ending sounds of consonant letters including blends and digraphs. A 4.1
3. Students will read age appropriate word wall words (high frequency words). A 4.1
4. Students will use concepts of print (left to right, top to bottom, spaces). A 4.1
5. Students will recognize and identify age appropriate character, setting, plot, sequence of events, main idea and cause and effect. A 4.2
6. Students will decode words with short and long vowels using word families (i.e.: CVC, CVCe). A 4.1
7. Students will print upper and lowercase letters both individually and in words.
8. Students will write three or four complete sentences using capital letters and periods correctly. B4.1, B4.2
9. Students will use age appropriate vocabulary to speak clearly and in complete sentences. C 4.3
10. Students will demonstrate age appropriate listening skills by following directions and participating in discussions. C4.2, C4.3
11. Students will spell correctly the fifteen priority words as listed in Sitton Spelling.

### **Second Grade**

1. Students will use knowledge of long and short vowels to decode words. A.4.1
2. Students will be introduced to cursive writing including letter and word formation.
3. Students will read age-appropriate high-frequency words. A.4.1

4. Students will develop age-appropriate concepts of character, setting, plot, sequence of events, main idea, cause and effect, inferences. A.4.1, A.4.2, A.4.3, A.4.4
5. Students will decode words using context clues. A.4.1
6. Students will demonstrate the proper use of ending punctuation in sentences including. ? !. B.4.1
7. Students will demonstrate proper capitalization at the beginning of sentences and on proper nouns. B.4.1
8. The students will be introduced to parts of speech in simple sentences. B.4.3
9. Students will be introduced to the writing process. B.4.2
10. Students will listen to and respond age-appropriately to oral communication and classroom discussions. C.4.1, C.4.2, C.4.3
11. Students will be introduced to the skills needed to use reference materials (a-b-c order, table of contents, indexes). E.4.1
12. The students will be able to spell the first 30 priority words of the Sitton program. B.4.2

### **Third Grade**

1. Students will build age appropriate comprehension skills to gain meaning. A4.1, A4.2, A4.3, A4.4
2. Students will identify different genre. A4.4
3. Students will review and reinforce cursive writing.
4. Students will use proper grammar and punctuation to write complete sentences and ideas related to a single topic. B4.3
5. Students will develop identification of parts of speech in complex sentences. B4.3
6. Students will complete the writing process including prewriting, rough draft, editing, and final copies. B4.2
7. Students will use appropriate communication skills in both an oral presentation and in classroom discussion. C4.1, C4.2, C4.3
8. Students will spell 50 priority words of the Sitton program.
9. Students will use research skills to find information, take notes, write and present a research topic D4.1, D4.2, E4.1, E4.2, E4.3, E4.4, E4.5, F4.1

## **Library Skills, English Language Arts (Kindergarten-Third Grade)**

### **Kindergarten**

1. Student uses picture clues in a story read to them to help derive meaning. A.4.1
2. Students will use sequence of events, character, plot, and setting, to reflect on meaning of a story read to them. A.4.2
3. Students will draw creative pieces in response to reading, viewing, or listening to a story employing descriptive detail a personal voice employing basic aesthetic principles B.4.1
4. Students will participate effectively in discussion using appropriate eye contact. C.4.3
5. Students will volunteer relevant information and answer questions directly. C.4.3
6. Students will reflect on the ideas and opinions of others and respond thoughtfully. C.4.3

### **First Grade**

1. Students will discuss stories in order to better understand others. A.4.3
2. Students will select, from the well-balanced collection of the LMC, a variety of materials to read for discovery, appreciation, and enjoyment, and connect them to prior knowledge and experience. A.4.3
3. Students will identify a topic of interest then seek information in the LMC. A.4.4

4. Students will write or draw creative pieces in response to reading, viewing, or listening to a story employing descriptive detail a personal voice employing basic aesthetic principles. B.4.1
5. Students will effectively communicate information, opinions, and ideas verbally in class. C.4.1
6. Students will participate in choral readings. C.4.1
7. Students will follow basic directions. C.4.2
8. Students will follow sequence in plot and character development. C.4.2
9. Students will recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. C.4.2
10. Students will participate effectively in discussion using appropriate eye contact. C.4.3
11. Students will volunteer relevant information and answer questions directly. C.4.3
12. Students will reflect on the ideas and opinions of others and respond thoughtfully. C.4.3
13. Students will use computers to create products appropriate to audience and purpose. E.4.3

## **Second Grade**

1. Students will use grade appropriate phonetic and word attack skills in reading LMC materials. A.4.1
2. Students will use sequence of events, character, plot, and setting, to reflect on meaning of a story read to them and their borrowed LMC materials. A.4.2
3. Students will use illustrations, maps, graphs and icons to help derive meaning while reading age appropriate LMC materials. A.4.3
4. Students will discuss stories in order to better understand others. A.4.3
5. Students will select, from the well-balanced collection of the LMC, a variety of materials to read for discovery, appreciation, and enjoyment, and connect them to prior knowledge and experience. A.4.
6. Students will distinguish fiction from nonfiction. A.4.3
7. Students will identify a topic of interest then seek information in the LMC. A.4.4
8. Students will write or draw creative pieces in response to reading, viewing, or listening to a story employing descriptive detail a personal voice employing basic aesthetic principles. B.4.1
9. Students will capitalize proper nouns, titles, and initial words of sentences. B.4.3
10. Students will effectively communicate information, opinions, and ideas verbally in class. C.4.1
11. Students will follow basic directions. C.4.2
12. Students will follow sequence in plot and character development. C.4.2
13. Students will recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. C.4.2
14. Students will participate effectively in discussion using appropriate eye contact. C.4.3
15. Students will volunteer relevant information, and answer questions directly. C.4.3
16. Students will reflect on the ideas and opinions of others and respond thoughtfully. C.4.3
17. Students will use computers to create products appropriate to audience and purpose. E.4.3

## **Third Grade**

1. Students will use grade appropriate phonetic and word attack skills in reading LMC materials. A.4.1

2. Students will use illustrations, maps, graphs and icons to help derive meaning while reading age appropriate LMC materials. A.4.3
3. Students will use sequence of events, character, plot, and setting, to reflect on meaning of a story read to them and their borrowed LMC materials. A.4.2
4. Students will discuss stories in order to better understand others. A.4.3
5. Students will select, from the well-balanced collection of the LMC, a variety of materials to read for discovery, appreciation, and enjoyment, and connect them to prior knowledge and experience. A.4.3
6. Students will distinguish fiction from nonfiction, and poetry from prose. A.4.3
7. Students will identify a topic of interest then seek information in the LMC. A.4.4
8. Students will write or draw creative pieces in response to reading, viewing, or listening to a story employing descriptive detail, a personal voice, and basic aesthetic principles. B.4.1
9. Students will capitalize proper nouns, titles, and initial words of sentences. B.4.3
10. Students will effectively communicate information, opinions, and ideas verbally in class. C.4.1
11. Students will follow basic directions. C.4.2
12. Students will follow sequence in plot and character development, and predict outcomes. C.4.2
13. Students will recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories. C.4.2
14. Students will participate effectively in discussion using appropriate eye contact. C.4.3
15. Students will volunteer relevant information, ask relevant questions, and answer questions directly. C.4.3
16. Students will reflect on the ideas and opinions of others and respond thoughtfully. C.4.3
17. Students will use computers to create products appropriate to audience and purpose. E.4.3

## **Return to Traditional Classroom**

### **Fourth Grade**

1. The students will be able to read age-appropriate frequency words. A.4.1
2. The students will build age-appropriate comprehension skills to gain meaning, such as main idea, details, sequence, plot, setting, and character. A.4.1, A.4.2
3. The students will demonstrate an appreciation for different genres and find a book at the appropriate reading level. A.4.3
4. The students will continue to practice cursive
5. The students will create written products that include proper conventions such as noun/verb agreement, capitalization, and ending punctuation. B.4.3
6. The students will identify 4 parts of speech in paragraphs (noun, verb, adjective, and adverb.) B.4.3
7. The students will use the 5 steps of the writing process to create a written product such as a thank you letter, autobiography, poetry, and fictional piece. B.4.2
8. The students will continue to use appropriate communication skills in both oral presentations and classroom discussions. C.4.1, C.4.2
9. The students will spell 78 priority words correctly and 500 core words of the Sitton program. B.4.3
10. The students will use reference tools to find information, take notes and produce a written product. A.4.4, D.4.2, E.4.1, E.4.3, E.4.4, E.4.5, F.4.1
11. The students will use sentence fluency to identify the 4 types of sentences. B.4.3

12. The students will write a paragraph using a topic sentence, body, and concluding sentence. B.4.1

### **Fifth Grade**

1. Students will learn to recognize and use context clues to help determine the meanings of unknown words. A.8.1
2. Students will use comprehension skills such as prior knowledge, predicting, questioning, and visualizing. A.8.2
3. Students will interpret the genres of literature. A.8.2, A.8.3
4. Students will demonstrate correct conventions such as commas, semicolons, apostrophes, and numbers in sentences. B.8.1, B.8.2, B.8.3
5. Students will be able to identify the 8 parts of speech. B.8.3
6. Students will use the five steps of the writing process to write a narrative story of one event in their life, a persuasive letter on a school topic, an expository piece on a famous person, and a descriptive piece about an insect. B.8.1, B.8.2, B.8.3, E.8.1
7. Students will use appropriate communication skills to do an informal presentation that includes slides and commentary and also a short interview. C.8.1
8. Students will spell the 100 priority words and the 675 core words of the Sitton program correctly. B.8.3
9. Students will use reference tools to find information, take notes, and write a product with a simplified bibliography. B.8.1, B.8.2, B.8.3, E.8.1, F.8.1
10. Students will be able to use sentence fluency to identify and correct sentence fragments and run ons. B.8.3
11. Students will be able to write a correct paragraph including topic sentence, supporting details, and concluding sentence. B.8.1, B.8.2, B.8.3

### **Sixth Grade**

1. The students will learn to recognize and use concept clues to help determine the meanings of unknown words. A.8.1
2. The students will demonstrate age-appropriate comprehension skills including figurative language, inferences, author bias, and compare/contrast of multiple concepts. A.8.2
3. The students will analyze the genres of literature. A.8.2, A.8.3
4. The students will demonstrate correct conventions such as, colons, hyphens, underlining, and quotation marks. B.8.1, B.8.2, B.8.3
5. The students will use the 5 steps of the writing process to write a narrative piece on a memorable experience, an expository "How to" piece, a persuasive letter, a descriptive piece on a pet and a personal character trait, and creative pieces, such as a fable, myth, newspaper article, and poetry. B.8.1, B.8.2, B.8.3, E.8.1
6. The students will use appropriate communication skills to present a recollection to a group of events, a poetry reading, a book talk, a play, and a slide show on the Iditarod Sled Dog Race. C.8.1.
7. The students will spell the 130 priority words and the 850 core words of the Sitton program correctly. B.8.3
8. The students will use age-appropriate reference tools to find information, take notes, and produce a written product with a bibliography. B.8.1, B.8.2, B.8.3, F.8.1, E.8.1
9. The students will use sentence fluency to identify, simple, compound, and complex sentences and will combine sentences. B.8.3
10. The students will demonstrate the ability to write a paragraph including a topic sentence, supporting details, transitions, and a concluding sentence. B.8.1, B.8.2, B.8.3

## **Seventh Grade**

1. Students will use sentence and word structure, context clues, and images to understand unfamiliar words. A.8.1
2. Students will demonstrate comprehension through journaling and the identification of story elements (theme, characterization, conflict, plot, setting). A.8.2
3. Students will analyze and express an understanding of various literary genres. A.8.2, A.8.3
4. Students will create written pieces that include age appropriate word choice and sentence variety. B.8.1, B.8.2, B.8.3
5. Students will use the five steps of the writing process to create a narrative of an early school experience, an expository feature article, a persuasive essay about a timely topic, and a descriptive essay about themselves. B.8.1, B.8.2, B.8.3, E.8.1
6. Students will use effective communication skills to present a well-organized speech to inform. C.8.1
7. Students will spell 150 priority words and 1025 core words of the Sitton program correctly. B.8.3
8. Students will use reference tools to find information, take notes, develop an outline and rough draft, and produce a research report of 1-3 pages with a title page and bibliography. B.8.1, B.8.2, B.8.3, E.8.1, F.8.1
9. Students will be able to use sentence fluency to identify and correct sentence errors and combine sentences to create greater variety. B.8.3
10. Students will demonstrate the ability to write a 5-paragraph essay. B.8.1, B.8.2, B.8.3

## **Eighth Grade**

1. Students will identify age appropriate, high frequency words and related word forms through the study of word origins. A.8.1, D.8.1, D.8.2
2. Students will understand diversity of other cultures; identify historical, social and cultural themes and issues in literature. A.8.1, A.8.2, A.8.3, A.8.4
3. Students will identify conflicts, foreshadowing, genre types, story mapping to develop thematic and critical thinking activities. A.8.3, B.8.1, B.8.2
4. Students will build age appropriate comprehension skills through gaining meaning of jargon, slang, and time-bound expressions. C.8.1, 2, D.8.1, D.8.2
5. Students will create written pieces that emphasize organization, voice and review the other 6+1 traits. B.8.1, B.8.2
6. Students will use the five steps of the writing process to create a variety of pieces, such as character analyses and critical book reviews. A.8.1, A.8.4, B.8.1, B.8.4, D.8.1, D.8.2
7. Students will use appropriate oral communication skills to offer and receive information and facilitate social relationships. Book Talks are used to develop these skills. A.8.2, C.8.1, C.8.3
8. Students will spell individual core words of the Sitton program correctly. D.8.1, D.8.2
9. Students will use reference tools to write and develop individual and group reports and projects for formal presentation. E.8.1, E.8.5
10. Students will enrich their writing style through use of sentence fluency. B.8.1, B.8.3

## **English 9**

1. Students will identify and use age-appropriate level vocabulary and word origins. B.12.2, D.12.1
2. Students will understand the diversity of other cultures; identify historical, social and cultural themes in age-appropriate literature. B.12.1, D.12.2
3. Students will identify literary terms, genre types and develop thematic and critical thinking skills appropriate to the age level. C.12.1, F.12.1
4. Students will build age-appropriate comprehension skills from their reading, writing and discussion. B.12.3, C.12.2
5. Students will create written pieces, appropriate for the age level that incorporates the 6+1 traits with mini-units in grammar and conventions. B.12.1, B.12.2
6. Students will develop and use age-appropriate oral communication skills. C.12.3
7. Students will use reference tools to write and develop reports. F.12.1
8. Students will incorporate technology at the age level. E.12.4
9. Students will study Shakespeare/dramatic literature. (Such as Romeo and Juliet) A.12.3

## **Basic English 9**

1. Students will identify and use age-appropriate vocabulary words and word origins. B. 12.2, D. 12.1
2. Students will understand the diversity of other cultures through identification of historical, social, and cultural themes in age-appropriate literature. B. 12.1, D. 12.2
3. Students will identify literary terms and genre types and from these develop thematic and critical thinking skills appropriate to the age level. C. 12.1, F. 12.1
4. Students will demonstrate the ability to use active reading strategies to improve reading comprehension. B. 12.3, C. 12.2
5. Students will demonstrate the ability to write such pieces as essays, short stories, narratives, poetry, and research reports at a level three or above using the 6 + 1 Traits of Writing. This includes understanding sentence structure, mechanics, and usage. B. 12.1, B. 12.2, B.12.3, D. 12.2
6. Students will develop and use age-appropriate oral communication skills. C. 12.1, C. 12.2
7. Students will use reference tools to write and develop reports. F. 12.1
8. Students will demonstrate the ability to use various media and technology and incorporate them into products. E. 12.1. E. 12.3, F. 12.1
9. Students will demonstrate knowledge of the elements of a Shakespearean tragedy and modern drama, including setting, plot, dialogue, characters, and acts and scenes. A. 12.3
10. Students will demonstrate the ability to spell age-appropriate words correctly.
11. Students will demonstrate listening skills. C.12.2

## **Creative Writing**

1. Students will read, demonstrate an appreciation for and critique poetry from a variety of authors. A.12.1, 2,3; C.12.2, 3
2. Students will read, demonstrate an appreciation for and critique a variety of short fiction. A.12.1, 2,3; C.12.2.3
3. Students will develop and strengthen narrative writing skills. B.12.1, 2,3; D, 12,1; E.12.1, 3
4. Students will demonstrate the basic concepts of journaling. B.12.1, 2,3; D.12.1; E.12.1, 3
5. Students will create poetry using a variety of devices. B.12.1, 2,3; D.12.1; E.12.1, 3

6. Students will develop and utilize short fiction writing techniques. B.12.1, 2,3; D.12.1; E.12.1, 3; F.12.1
7. Students will develop basic news writing skills. B.12.2, 3; D.12.1; E.12.1, 3
8. Students will build and practice proofreading skills. B.12.1, 2,3

### **English 10**

1. Students will identify and use age-appropriate vocabulary and word origins. B.12.2, D.12.1
2. Students will understand the diversity of other cultures; identify historical, social and cultural themes in age-appropriate literature. B.12.1, D.12.2
3. Students will identify literary terms, genre types and develop thematic and critical thinking skills appropriate to the age level. C.12.1, F.12.1
4. Students will build age-appropriate comprehension skills from their reading, writing and discussion. B.12.3, C.12.2
5. Students will create written pieces, at an age-appropriate level that incorporate the 6+1 traits with mini units in grammar and conventions. B.12.1, B.12.2
6. Students will develop and use appropriate age-appropriate oral communication skills. C.12.3
7. Students will use reference tools to write and develop reports. F.12.1
8. Students will incorporate technology at the 10th grade level. E.12.4
9. Students will study Shakespeare/dramatic literature. (Such as Julius Caesar) A.12.3

### **American Literature 1**

1. Students will demonstrate an understanding of our country's history through literature. A.12.1, 2,3,4; D.12.2
2. Students will express upper-level written skills and achieve at least a level three on the 6+1 traits of writing. B.12.1, 2,3; D.12.1
3. Students will express upper-level oral communication skills and participate effectively in class discussion. C.12.1, 2,3
4. Students will demonstrate strong reading comprehension and interpretation skills. A.12.1, 2,3,4
5. Students will express their knowledge on various topics through projects that utilize other areas such as art and music. C.12.1
6. Students demonstrate knowledge of research and organization skills using library resources. E.12.1, 2,3; F.12.1
7. Students will demonstrate a knowledge of various authors and types of literature A.12.1, 2,3,4

### **American Literature 2**

1. Students will gain an appreciation for American authors who have impacted our country's literature. A.12.1, 2
2. Students will demonstrate writing progress through bimonthly journals evaluated using 6 +1 Traits of Writing. B.12.3; D.12.1, 2
3. Students will demonstrate their ability to evaluate a literary writing and share it with the class orally. A.12.1, 2; C.12.1
4. Students will participate regularly in reading and discussing the literature read. A.12.3
5. Students will be exposed to current award winning literature. A.12.1, 2

### **ECESIS**

1. Students will complete a personal profile to consider as they plan their futures. B.12.1, 3; D.12.1, 2

2. Students will complete a job application demonstrating required skills. B.12.1, 3; D.12.1, 2
3. Students will demonstrate the appropriate process used to create a resume. B.12.1, 3; D.12.1, 2
4. Students will write an appropriate cover letter for their resume. B.12.1, 3; D.12.1, 2
5. Students will successfully participate in a mock interview. C.12.1
6. Students will express an understanding of cultural diversity through individually selected readings. A.12.1, 2,3,4

### **Speech**

1. Students will demonstrate how to present both informative and persuasive speeches. C.12.1; E.12.3; F.12.1
2. Students will demonstrate how to organize a speech using an outline form. F.12.1
3. Students will demonstrate an understanding of major speaking considerations, such as eye contact, volume, rate, etc. D.12.1, 2
4. Students will demonstrate effective use of visual aids in their presentations. E.12.3
5. Students will demonstrate the many components of nonverbal communication. C.12.2, 3)
6. Students will demonstrate careful and accurate listening skills. (C.12.2, 3)
7. Students will demonstrate their ability to identify strengths and weaknesses in other's speeches, as well as their own. C.12.2, 3

### **Advanced Composition**

1. Students will expand their vocabulary to include words associated with college level communication skills. D.12.1
2. Students will read college preparatory/AP literature. A.12.1; A.12.2; A.12.4
3. Students will write literary criticism of college level literature, including poetry and prose. B.12.2
4. Students will write a college level thesis paper. B.12.2
5. Students will write bibliographies for their papers. B.12.1, 2
6. Students will use documentation in their papers. B.12.1, B.12.2
7. Students will identify and review literary elements at the college level (such as synesthesia, etc.) D.12.1, 2
8. Students will use computers and technologies to acquire, organize, and communicate college-level information. E.12.1

### **World Literature**

1. Students will demonstrate age appropriate reading and speaking skills. A.12.2, 4; C.12.1, 2
2. Students will demonstrate age appropriate writing skills achieving at least a three in the 6+1 traits of writing. B.12.1, 2, 3; D.12.1
3. Students will demonstrate knowledge of other cultures, history, values, and beliefs through literature. D.12.2
4. Students will participate effectively in class discussion. C.12.3
5. Students will select, critique, and evaluate novels from different cultural or ethnic backgrounds. A.12.3, E.12.2, D.12.2
6. Students will demonstrate knowledge in researching different cultures using various library sources. E.12.1, F.12.1
7. Students will express their knowledge on various topics through projects that utilize other areas such as art and music. E.12.3

### **The Best of Times/Worst of Times**

1. Students will demonstrate knowledge of technology using the Internet, Web Quests and on-line note taking. E.12.1, F.12.1
2. Students will demonstrate a proficiency of the 6+1 traits at a minimum of a senior level three. B.12.1, 2,3; D.12.1
3. Students will express themselves verbally in class discussion. C.12.1
4. Students will demonstrate the ability to comprehend age appropriate literature of the 1920s and 1930s. A.12.1, 2,3,4
5. Students will demonstrate knowledge of the correlation between history and literature of the 1920s and 1930s. A.12.4
6. Students will express themselves and their knowledge during class presentations. C.12, 2, E.12.1, 3,4,5