



LOUISIANA
Grade Level Expectations
(as to the Alexandria Zoo)

GRADE 10



Math

Number and Number Relations

1. Simplify and determine the value of radical expressions (N-2-H) (N-7-H)
2. Predict the effect of operations on real numbers (e.g., the quotient of a positive number divided by a positive number less than 1 is greater than the original dividend) (N-3-H) (N-7-H)
3. Define *sine*, *cosine*, and *tangent* in ratio form and calculate them using technology (N-6-H)
4. Use ratios and proportional reasoning to solve a variety of real-life problems including similar figures and scale drawings (N-6-H) (M-4-H)

Algebra

5. Write the equation of a line of best fit for a set of 2-variable real-life data presented in table or scatter plot form, with or without technology (A-2-H) (D-2-H)
6. Write the equation of a line parallel or perpendicular to a given line through a specific point (A-3-H) (G-3-H)

Measurement

7. Find volume and surface area of pyramids, spheres, and cones (M-3-H) (M-4-H)
8. Model and use trigonometric ratios to solve problems involving right triangles (M-4-H) (N-6-H)

Geometry

9. Construct 2- and 3-dimensional figures when given the name, description, or attributes, with and without technology (G-1-H)
10. Form and test conjectures concerning geometric relationships including lines, angles, and polygons (i.e., triangles, quadrilaterals, and n -gons), with and without technology (G-1-H) (G-4-H) (G-6-H)
11. Determine angle measurements using the properties of parallel, perpendicular, and intersecting lines in a plane (G-2-H)
12. Apply the Pythagorean theorem in both abstract and real-life settings (G-2-H)
13. Solve problems and determine measurements involving chords, radii, arcs, angles, secants, and tangents of a circle (G-2-H)
14. Develop and apply coordinate rules for translations and reflections of geometric figures (G-3-H)
15. Draw or use other methods, including technology, to illustrate dilations of geometric figures (G-3-H)
16. Represent and solve problems involving distance on a number line or in the plane (G-3-H)
17. Compare and contrast inductive and deductive reasoning approaches to justify conjectures and solve problems (G-4-H) (G-6-H)
18. Determine angle measures and side lengths of right and similar triangles using trigonometric ratios and properties of similarity, including congruence (G-5-H) (M-4-H)
19. Develop formal and informal proofs (e.g., Pythagorean theorem, flow charts, paragraphs) (G-6-H)

Data Analysis, Probability, and Discrete Math

20. Show or justify the correlation (match) between a linear or non-linear data set and a graph (D-2-H) (P-5-H)
21. Determine the probability of conditional and multiple events, including mutually and non-mutually exclusive events (D-4-H) (D-5-H)

22. Interpret and summarize a set of experimental data presented in a table, bar graph, line graph, scatter plot, matrix, or circle graph (D-7-H)
23. Draw and justify conclusions based on the use of logic (e.g., conditional statements, converse, inverse, contrapositive) (D-8-H) (G-6-H) (N-7-H)
24. Use counting procedures and techniques to solve real-life problems (D-9-H)
25. Use discrete math to model real life situations (e.g., fair games, elections) (D-9-H)

Patterns, Relations, and Functions

26. Generalize and represent patterns symbolically, with and without technology (P-1-H)
27. Translate among tabular, graphical, and symbolic representations of patterns in real-life situations, with and without technology (P-2-H) (P-3-H) (A-3-H)

SCIENCE:

Science as Inquiry

The Abilities Necessary to Do Scientific Inquiry

- Write a testable question or hypothesis when given a topic (SI-H-A1)
- Describe how investigations can be observation, description, literature survey, classification, or experimentation (SI-H-A2)
- Plan and record step-by-step procedures for a valid investigation, select equipment and materials, and identify variables and controls (SI-H-A2)
- Conduct an investigation that includes multiple trials and record, organize, and display data appropriately (SI-H-A2)
- Utilize mathematics, organizational tools, and graphing skills to solve problems (SI-H-A3)
- Use technology when appropriate to enhance laboratory investigations and presentations of findings (SI-H-A3)
- Choose appropriate models to explain scientific knowledge or experimental results (e.g., objects, mathematical relationships, plans, schemes, examples, role-playing, computer simulations) (SI-H-A4)
- Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)
- Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)
- Given a description of an experiment, identify appropriate safety measures (SI-H-A7)

Understanding Scientific Inquiry

- Evaluate selected theories based on supporting scientific evidence (SI-H-B1)
- Cite evidence that scientific investigations are conducted for many different reasons (SI-H-B2)
- Identify scientific evidence that has caused modifications in previously accepted theories (SI-H-B2)
- Cite examples of scientific advances and emerging technologies and how they affect society (e.g., MRI, DNA in forensics) (SI-H-B3)
- Analyze the conclusion from an investigation by using data to determine its validity (SI-H-B4)
- Use the following rules of evidence to examine experimental results:
 - (a) Can an expert's technique or theory be tested, has it been tested, or is it simply a subjective, conclusive approach that cannot be reasonably assessed for reliability?

- (b) Has the technique or theory been subjected to peer review and publication?
- (c) What is the known or potential rate of error of the technique or theory when applied?
- (d) Were standards and controls applied and maintained?
- Has the technique or theory been generally accepted in the scientific community? (SI-H-B5) (SI-H-B1) (SI-H-B4)

Biology

Life Science

The Cell

1. Compare prokaryotic and eukaryotic cells (LS-H-A1)
2. Identify and describe structural and functional differences among organelles (LS-H-A1)
3. Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)
4. Compare active and passive cellular transport (LS-H-A2)
5. Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions (LS-H-A2)
6. Analyze a diagram of a developing zygote to determine when cell differentiation occurs (LS-H-A3)

The Molecular Basis of Heredity

7. Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)
8. Describe the relationships among DNA, genes, chromosomes, and proteins (LS-H-B1)
9. Compare mitosis and meiosis (LS-H-B2)
10. Analyze pedigrees to identify patterns of inheritance for common genetic disorders (LS-H-B3)
11. Calculate the probability of genotypes and phenotypes of offspring given the parental genotypes (LS-H-B3)
12. Describe the processes used in modern biotechnology related to genetic engineering (LS-H-B4) (LS-H-B1)
13. Identify possible positive and negative effects of advances in biotechnology (LS-H-B4) (LS-H-B1)

Biological Evolution

14. Analyze evidence on biological evolution, utilizing descriptions of existing investigations, computer models, and fossil records (LS-H-C1)
 15. Compare the embryological development of animals in different phyla (LS-H-C1) (LS-H-A3)
 16. Explain how DNA evidence and fossil records support Darwin's theory of evolution (LS-H-C2)
- Explain how factors affect gene frequency in a population over time (LS-H-C3)
- Classify organisms from different kingdoms at several taxonomic levels, using a dichotomous key (LS-H-C4)
- Compare characteristics of the major kingdoms (LS-H-C5)
- Analyze differences in life cycles of selected organisms in each of the kingdoms (LS-H-C6)
- Compare the structures, functions, and cycles of viruses to those of cells (LS-H-C7)
- Describe the role of viruses in causing diseases and conditions (e.g., AIDS, common colds, smallpox, influenza, warts) (LS-H-C7) (LS-H-G2)

Interdependence of Organisms

- Illustrate the flow of carbon, nitrogen, and water through an ecosystem (LS-H-D1) (SE-H-A6)
- Analyze food webs by predicting the impact of the loss or gain of an organism (LS-H-D2)
- Evaluate the efficiency of the flow of energy and matter through a food chain/pyramid (LS-H-D2)
- Analyze the dynamics of a population with and without limiting factors (LS-H-D3)
- Analyze positive and negative effects of human actions on ecosystems (LS-H-D4) (SE-H-A7)

Matter, Energy, and Organization of Living Systems

- Explain why ecosystems require a continuous input of energy from the Sun (LS-H-E1)
- Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1)
- Explain the role of adenosine triphosphate (ATP) in a cell (LS-H-E2)
- Compare the levels of organization in the biosphere (LS-H-E3)

Systems and the Behavior of Organisms

- Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)
- Compare structure to function of organs in a variety of organisms (LS-H-F1)
- Explain how body systems maintain homeostasis (LS-H-F2)
- Explain how selected organisms respond to a variety of stimuli (LS-H-F3)
- Explain how behavior affects the survival of species (LS-H-F4)

Personal and Community Health

- Explain how fitness and health maintenance can result in a longer human life span (LS-H-G1)
- Discuss mechanisms of disease transmission and processes of infection (LS-H-G2) (LS-H-G4)
- Compare the functions of the basic components of the human immune system (LS-H-G3)
- Determine the relationship between vaccination and immunity (LS-H-G3)
- Describe causes, symptoms, treatments, and preventions of major communicable and noncommunicable diseases (LS-H-G4)
- Summarize the uses of selected technological developments related to the prevention, diagnosis, and treatment of diseases or disorders (LS-H-G5)

Social Studies

Civics

Structure and Purposes of Government

1. Explain competing ideas about the purposes of politics and government and identify reasons why government is necessary (C-1A-H1)
2. Identify and describe services provided by government and assess their necessity and effectiveness (e.g., health care, education) (C-1A-H1)
3. Identify programs, institutions, and activities that fulfill a given governmental or political purpose (e.g., the court system, the military, revenue sharing, block grants) (C-1A-H1)

4. Analyze ways in which the purposes of the U.S. government, as defined in the U.S. Constitution, are achieved (e.g., protecting individual rights, providing for the general welfare) (C-1A-H1)
5. Compare and contrast various forms of government among nations that have been significant in U.S. history (e.g., absolute monarchy in England or France, Germany under Hitler, the Soviet Union under Stalin) (C-1A-H2)
6. Explain the distribution of powers, responsibilities, and the limits of the U.S. federal government (C-1A-H3)
7. Categorize governmental powers as delegated, reserved, concurrent, or implied (C-1A-H3)
8. Identify powers denied to federal or state governments by the U.S. Constitution (C-1A-H3)
9. Analyze or assess issues related to the distribution of powers at the federal level (e.g., tensions among the three branches of government, roles and responsibilities of the three branches) (C-1A-H3)
10. Explain the structure and functions of the three branches of the federal government, including regulatory and independent agencies and the court system (C-1A-H4)
11. Cite the roles, duties, qualifications, and terms of office for key elected and appointed officials (C-1A-H4)
12. Explain the structure and functions of state, parish, and local governments (C-1A-H4)
13. Discuss the advantages and disadvantages of various types of local government (C-1A-H4)
14. Examine constitutional provisions concerning the relationship between federal and state governments (C-1A-H4)
15. Explain the processes and strategies of how a bill becomes a law at the federal and state levels (C-1A-H5)
16. Evaluate a specific law or court ruling on given criteria (C-1A-H5)
17. Examine the meaning, implications, or applications of the U.S. Constitution (e.g., the Bill of Rights, Fourteenth Amendment) (C-1A-H5)
18. Define domestic and foreign policies (C-1A-H6)
19. Analyze responsibilities of the federal government for domestic and foreign policy (e.g. monetary policy, national defense) (C-1A-H6)
20. Analyze a past or present domestic or foreign policy issue from a news article or editorial (C-1A-H6)
21. Explain how government is financed (e.g., taxation, fines, user fees, borrowing) (C-1A-H7)
22. Identify the major sources of tax revenues at the federal, state, and local levels (C-1A-H7)
23. Analyze or evaluate various uses of tax dollars (e.g., the public's need for services versus the public's resistance to taxation) (C-1A-H7)
24. Use the rules of taxation (ability, equity, ease of payment, convenient times to pay) to analyze or evaluate a given tax practice (C-1A-H7)

Foundations of the American Political System

25. Analyze the significance of the Magna Carta, English common law, and the English Bill of Rights in creating limited government in the United States (C-1B-H1)
26. Explain how European philosophers (e.g., Rousseau, Locke, Montesquieu, Voltaire) helped shape American democratic ideas (C-1B-H1)
27. Analyze central ideas in an American historical document and explain the document's significance in shaping the U.S. Constitution (C-1B-H1)
28. Explain the meaning and importance of principles of U.S. constitutional democracy in American society (C-1B-H1)
29. Assess the importance of the U.S. Constitution as the Supreme Law of the Land, and ways in which U.S. constitutional government has helped shape American society (C-1B-H1)

30. Identify and describe examples of freedoms enjoyed today but denied to earlier Americans (C-1B-H1)
31. Explain issues involved in various compromises or plans leading to the creation of the U.S. Constitution (C-1B-H2)
32. Interpret, analyze, or apply ideas presented in a given excerpt from any political document or material (e.g., speech, essay, editorial, court case) (C-1B-H2)
33. Analyze a given example of American political or social conflict, and state and defend a position on the issue (C-1B-H3)
34. Analyze discrepancies between American ideals and social or political realities of life (e.g., equal protection vs. Jim Crow laws) (C-1B-H4)
35. Explain the two-party system and assess the role of third parties in the election process (C-1B-H5)
36. Assess the significance of campaigns, campaign finance, elections, the Electoral College, and the U.S. census in the U.S. political system (C-1B-H5)
37. Analyze the use and effects of propaganda (C-1B-H5)
38. Identify key platform positions of the major political parties (C-1B-H5)
39. Evaluate the role of the media and public opinion in American politics (C-1B-H6)
40. Explain historical and contemporary roles of special interest groups, lobbyists, and associations in U.S. politics (C-1B-H6)

International Relationships

41. Identify the political divisions of the world and the factors that contribute to those divisions (C-1C-H1)
42. Analyze and assess the various ways that nation-states interact (C-1C-H1)
43. Explain the role of the United Nations or other international organizations in political interactions and conflicts (C-1C-H1)
44. Analyze ways in which the interactions of nation-states or international organizations affect the United States (C-1C-H1)
45. Describe the means by which the United States upholds national security, protects its economic welfare and strategic interests, and attains its foreign policy objectives (e.g., aid, sanctions, embargos, treaties) (C-1C-H2)
46. Assess the extent to which a given U.S. foreign policy position has helped or hindered the United States' relations with the rest of the world (C-1C-H2)
47. Explain how U.S. domestic policies, constitutional principles, economic behavior, and culture affect its relations with the rest of the world (C-1C-H3)
48. Describe ways in which ideas, actions, and problems of other nations impact the United States (C-1C-H3)

Roles of the Citizen

49. Distinguish between personal, political, and economic rights of citizenship (C-1D-H1)
50. Describe the importance of various rights of citizenship to the individual or to society at large (C-1D-H1)
51. Analyze an amendment or law concerning the rights of citizens in terms of their effect on public policy or American life (e.g., Nineteenth Amendment, Americans with Disabilities Act) (C-1D-H1)
52. Evaluate and defend a position on a given situation or issue in terms of the personal, political, or economic rights of citizens (C-1D-H1)
53. Assess the difference between personal and civic responsibilities (C-1D-H2)
54. Describe various forms of political participation (C-1D-H3)
55. Evaluate current and past political choices that individuals, groups, and nations have made, taking into account historical context (C-1D-H3)

56. Describe the importance of political leadership to American society, and identify ways in which citizens can exercise leadership (C-1D-H4)
57. Identify examples of public service, and describe the importance of public service to American society (C-1D-H4)
58. Evaluate the claim that American constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry (C-1D-H4)
59. Compare and evaluate characteristics, style, and effectiveness of state and national leaders, past and present (C-1D-H4)

Economics (Core Course: Free Enterprise)

Economics

Fundamental Economic Concepts

1. Apply fundamental economic concepts to decisions about personal finance (E-1A-H1)
2. Define scarcity (E-1A-H1)
3. Identify factors that drive economic decisions (e.g., incentives, benefits, costs, trade-offs, consequences) (E-1A-H1)
4. Analyze an economic choice at the personal, family, or societal level to determine its opportunity cost (E-1A-H1)
5. Explain how the scarcity of natural resources leads to economic interdependence (E-1A-H1)
6. Identify the four basic economic questions (E-1A-H1)
7. Define *productivity* and characterize the relationship between productivity and standard of living (E-1A-H2)
8. Explain the role of marketing and channels of distribution in economic decisions (E-1A-H2)
9. Identify actions or conditions that increase productivity or output of the economy (E-1A-H2)
10. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field (E-1A-H3)
11. Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society (E-1A-H3)
12. Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction (E-1A-H3)
13. Compare contemporary and historic economic systems (e.g., ownership and control of production and distribution, determination of wages) (E-1A-H4)
14. Explain the advantages and disadvantages of given market structures (E-1A-H5)
15. Explain factors affecting levels of competition in a market (e.g., number of buyers and sellers, profit motive, collusion among buyers or sellers, presence of cartels) (E-1A-H5)
16. *Explain the effects of competition on producers and consumers (E-1A-H5)*
17. Analyze the role of various economic institutions in economic systems (E-1A-H6)
18. Explain the role of government as producer, employer, and consumer in economic systems (E-1A-H6)
19. Analyze the importance of labor-management relations and the effects of given labor and management practices on productivity or business profitability (E-1A-H6)
20. Compare and contrast characteristics of various forms of business ownership (E-1A-H6)
21. Explain ways in which businesses have changed to meet rising production costs or to compete more effectively in a global market (E-1A-H6)
22. Analyze the role of banks in economic systems (e.g., increasing the money supply by making loans) (E-1A-H7)
23. Describe the functions and purposes of the financial markets (E-1A-H7)
24. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions (E-1A-H7)

25. Apply an economic concept to analyze or evaluate a given historical economic issue or situation (e.g., causes of the Great Depression, how the New Deal changed the role of the federal government) (E-1A-H8)
26. Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system (e.g., Eastern European countries, China, other developing economies) (E-1A-H8)

Individuals, Households, Businesses, and Governments

27. Explain, analyze, and apply principles of supply and demand, including concepts of price, equilibrium point, incentives, and profit (E-1B-H1)
28. Identify factors that cause changes in supply or demand for a product (e.g. complements, substitutes) (E-1B-H1)
29. Explain the role of *factors of production* in the economy (E-1B-H2)
30. Identify factors affecting production/allocation of goods/services and characterize their effects (E-1B-H2)
31. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior (E-1B-H2)
32. Analyze the circular flow of goods and services and money payments from a diagram (E-1B-H2)
33. Identify various forms of taxation (E-1B-H3)
34. Describe the impact of given forms of taxation (E-1B-H3)
35. Describe the effects of governmental action or intervention in a market economy (E-1B-H3)
36. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets (E-1B-H3)
37. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt (E-1B-H3)
38. Evaluate the impact of policies related to the use of resources (e.g., water use regulations, policies on scarce natural resources) (E-1B-H3)
39. Explain the causes of global economic interdependence (E-1B-H4)
40. Describe the worldwide exchange of goods and services in terms of its effect in increasing global interdependence and global competition (E-1B-H4)
41. Examine fundamental concepts of currency valuation and foreign exchange and their role in a global economy (E-1B-H4)
42. Explain how the economy of one country can affect the economies of other countries or the balance of trade among nations (E-1B-H4)
43. Explain the role of the International Monetary Fund in supporting world economies (E-1B-H4)
44. Identify and evaluate various types of trade barriers among nations (E-1B-H5)
45. Take and defend a position on a trade policy or issue (e.g., NAFTA, G8, European Union) (E-1B-H5)
46. Evaluate the role and importance of Louisiana ports and products in the national and international economy (E-1B-H6)

The Economy as a Whole

47. Explain the meaning or use of various economic indicators and their implications as measures of economic well-being (E-1C-H1)
48. Define productivity and characterize the relationship between productivity and standard of living (E-1C-H1)
49. Interpret various economic indicators used in a chart, table, or news article (E-1C-H1)

50. Draw conclusions about two different economies based on given economic indicators (E-1C-H1)
51. Explain how inflation and deflation are reflected in the Consumer Price Index (E-1C-H2)
52. Explain the impact of inflation/deflation on individuals, nations, and the world, including its impact on economic decisions (E-1C-H2)
53. Describe the effects of interest rates on businesses and consumers (E-1C-H2)
54. Predict the consequences of investment decisions made by individuals, businesses, and government (E-1C-H2)
55. Predict how interest rates will act as an incentive for savers and borrowers (E-1C-H2)
56. Explain various causes and consequences of unemployment in a market economy (E-1C-H3)
57. Analyze regional, national, or demographic differences in rates of unemployment (E-1C-H3)
58. Analyze the relationship between the business cycle and employment (E-1C-H3)
59. Explain the meaning of *underemployment* and analyze its causes and consequences (E-1C-H3)
60. Explain factors contributing to unequal distribution of income in a market economy (E-1C-H3)
61. Interpret a chart or graph displaying various income distributions (e.g., in the United States vs. the Third World, various groups within a country) (E-1C-H3)
62. Distinguish monetary policy from fiscal policy (E-1C-H4)
63. Explain the role of the Federal Reserve System as the central banking system of the United States (E-1C-H4)
64. Explain the role of regulatory agencies in the U.S. economy (E-1C-H4)
65. Explain the role of the Federal Deposit Insurance Corporation (FDIC) (E-1C-H4)

ENGLISH LANGUAGE ARTS:

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:
 - use of context clues
 - use of knowledge of Greek and Latin roots and affixes
 - use of denotative and connotative meanings
 - tracing etymology (ELA-1-H1)
2. Analyze the development of story elements, including:
 - characterization
 - plot and subplot(s)
 - theme
 - mood/atmosphere (ELA-1-H2)
3. Analyze the significance within a context of literary devices, including:
 - imagery
 - symbolism
 - flashback
 - foreshadowing
 - irony, ambiguity, contradiction
 - allegory
 - tone
 - dead metaphor
 - personification, including pathetic fallacy (ELA-1-H2)

4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:
 - short stories/novels
 - nonfiction works
 - five-act plays
 - poetry/epics
 - film/visual texts
 - consumer/instructional materials
 - public documents (ELA-1-H3)
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)

Standard 6:

6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)
8. Analyze recurrent themes in world literature (ELA-6-H2)
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:
 - essays by early and modern writers
 - lyric, narrative, and dramatic poetry
 - drama, including ancient, Renaissance, and modern
 - short stories, novellas, and novels
 - biographies and autobiographies
 - speeches (ELA-6-H3)
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:
 - an essay expresses a point of view
 - a legend chronicles the life of a cultural hero
 - a short story or novel provides a vicarious life experience (ELA-6-H4)

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:
 - summarizing and paraphrasing information and story elements
 - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)
 - comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - making inferences and drawing conclusions
 - making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
 - using supporting evidence to verify solutions
 - analyzing the relationships between prior knowledge and life experiences and information in texts
 - using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)

13. Use knowledge of an author’s background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)
14. Evaluate the effects of an author’s life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

16. Develop organized, coherent paragraphs that include the following:
 - topic sentences
 - logical sequence
 - transitional words and phrases
 - appropriate closing sentences
 - parallel construction where appropriate (ELA-2-H1)
17. Develop multiparagraph compositions organized with the following:
 - a clearly stated central idea/thesis statement
 - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
 - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words and phrases that unify throughout (ELA-2-H1)
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
19. Develop complex compositions using writing processes, including:
 - selecting topic and form
 - determining purpose and audience
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing (e.g., with peers and teachers)
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language
 - publishing using technology (ELA-2-H3)
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)
21. Use all modes to write complex compositions, including:
 - comparison/contrast of ideas and information in reading materials or current issues
 - literary analyses that compare and contrast multiple texts

- editorials on current affairs (ELA-2-H4)
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)
 23. Develop individual writing style that includes the following:
 - a variety of sentence structures (e.g., parallel or repetitive) and lengths
 - diction selected to create a tone and set a mood
 - selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
 24. Write for various purposes, including:
 - formal and business letters, such as letters of complaint and requests for information
 - letters to the editor
 - job applications
 - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)

Writing/Proofreading

Standard 3:

25. Apply standard rules of sentence formation, avoiding common errors, such as:
 - fragments
 - run-on sentences
 - syntax problems (ELA-3-H2)
26. Apply standard rules of usage, including:
 - making subjects and verbs agree
 - using verbs in appropriate tenses
 - making pronouns agree with antecedents
 - using pronouns in appropriate cases (e.g., nominative and objective)
 - using adjectives in comparative and superlative degrees
 - using adverbs correctly
 - avoiding double negatives (ELA-3-H2)
27. Apply standard rules of mechanics, including:
 - using commas to set off appositives or parenthetical phrases
 - using quotation marks to set off titles of short works
 - using colons preceding a list and after a salutation in a business letter
 - using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)
28. Use correct spelling conventions when writing and editing (ELA-3-H3)
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
31. Select language appropriate to specific purposes and audiences, including:
 - delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:

- taking accurate notes
 - writing summaries or responses
 - forming groups (ELA-4-H2)
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)
34. Deliver oral presentations that include the following:
- volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response
 - language choices adjusted to suit the content and context
 - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)
35. Use active listening strategies, including:
- monitoring message for clarity
 - selecting and organizing essential information
 - noting cues such as changes in pace
 - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
37. Analyze media information in oral and written responses, including:
- comparing and contrasting the ways in which print and broadcast media cover the same event
 - evaluating media messages for clarity, quality, effectiveness, motive, and coherence
 - listening to and critiquing audio/video presentations (ELA-4-H5)
38. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participants' performances (ELA-4-H6)

Information Resources

Standard 5:

39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:
- print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes
 - electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)
40. Locate, analyze, and synthesize information from grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites and databases)
 - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
- formulating clear research questions
 - using research methods to gather evidence from primary and secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)

- compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
43. Write a variety of research reports, which include the following:
- research that supports the main ideas
 - facts, details, examples, and explanations from multiple sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
45. Follow acceptable use policy to document sources in research reports using various formats, including:
- preparing extended bibliographies of reference materials
 - integrating quotations and citations while maintaining flow of ideas
 - using standard formatting for source acknowledgment according to a specified style guide
 - using parenthetical documentation following *MLA Guide* within a literature-based research report (ELA-5-H5)
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)