

**Florida Department of Education  
Curriculum Framework**

**Program Title: Adult Basic Education (ABE)**

**Program Type: Adult Basic Education Language Arts**

<b>ADULT GENERAL EDUCATION</b>	
Program Number	9900000
Course Number	9900003
CIP Number	1532.0102000
Grade Level	0.0 – 8.9
Recommended Standard Length	Varies
Teacher Certification	Bachelor's degree or higher

### **Purpose**

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of basic literacy and life skills for adults who are performing at or below the 8.9 grade level. The content develops basic literacy skills in all areas of knowledge but specifically in the Language Arts subject area.

### **Program Structure**

Adult Basic Education-Language Arts is a non-credit course designed to develop literacy skills necessary to be successful workers, citizens and family members. Adult Basic Education prepares students to enroll in GED® preparation courses, Adult High School programs, and ESOL Programs. A student enrolled in the ABE-Language Arts program may also be receiving instruction in one or more content areas: mathematics, language, or other Adult General Education programs.

This program is divided into levels that are reported as student educational gains: Educational Functioning Levels (EFLs) for federal funding and Literacy Completion Points (LCPs) for state funding. Progress through levels (EFLs and/or LCPs) must be measured by approved validation methods in accordance with Rule 6A-6.014(5), FAC. It is the teacher's responsibility to decide and inform the student of the criteria for demonstrating proficiency in a benchmark. While it is not necessary for a student to master 100% of the benchmarks to demonstrate proficiency in a standard, a student must demonstrate proficiency in 100% of the standards to earn an education gain (EFL and/or LCP).

The following hours are recommended program lengths for each level demonstrating an earned performance gain. It is understood, however, that each student learns at his or her individual pace, and there will be students who successfully complete the program or attain their educational goals in fewer or more hours than what is recommended. Students in the

comprehensive program may enroll in more than one content area simultaneously but not in more than one level of each content area at the same time.

The following table illustrates the program structure:

Course Number	Course Title	Length	Level Scaled Score (SS)
9900003	Language Arts – Beginning ABE Literacy	Varies	0.0 – 1.9 (SS) ≤389
	Language Arts – Beginning Basic Education	Varies	1.0 – 3.9 (SS) 390-490
	Language Arts – Low Intermediate Basic Education	Varies	4.0 – 5.9 (SS) 491-523
	Language Arts – High Intermediate Basic Education	Varies	6.0 – 8.9 (SS) 524-559

## Special Notes

It is not intended that students will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several performance standards.

All activities are developed to be done either individually or in groups.

The computer skills are not required, as access to computer technology is not provided to every student. The computer sections are optional and will not be necessary to earn Educational Functioning Levels (EFLs) and/or Literacy Completion Points (LCPs).

The performance standards and benchmarks have been developed to facilitate progression and documentation of learning gains. Benchmarks or standards may be repeated at multiple levels (EFLs and/or LCPs). This is purposeful since: (1) proficiency in certain skills is judged to require more time than is available in one level; (2) the quality of performance expected on certain standards increases with progression through the levels, the use of punctuation, for example, at the end of Level C (5.9) should be more proficient than at the end of Level B (3.9) but should occur at both levels; and (3) instruction for skills of critical importance must be offered to all students needing to learn that skill, even students entering at the intermediate or functional levels.

## Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. **Adult students with disabilities must self-identify and request such services.** Students with disabilities may need accommodations in **such areas as** instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

## Career and Education Planning

The following career development standards should be integrated into the Adult Basic Education frameworks. Students can access Florida *CHOICES* or a comparable system for career exploration and planning activities.

The following is the list of standards:

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

## Anchor Standards

After successfully completing this program, the student will be able to perform the following:

### Literacy Completion Point J

Level 0.0-1.9 (SS <389)

#### BEGINNING ABE LITERACY

- J.01.00 Writing Process  
Recognize a four-step writing process that includes prewriting strategies; writing a draft by maintaining focus on a single idea using supporting details, editing to revise, and refining the draft for clarity and effectiveness. (LA.1.3.2.0)
- J.02.00 Language Conventions  
Apply standard language conventions in written communication.
- J.03.00 Grammatical Concepts and Rules  
Write statements and questions using appropriate word order with subject and verb agreement.
- J.04.00 Writing Applications  
Develop and produce a basic three sentence paragraph demonstrating creative, informative, and persuasive writing.
- J.05.00 Communicate Ideas and Information  
Recognize effective penmanship, listening, and speaking strategies. (LA.1.5.2.0)
- J.06.00 Technology and Media Literacy  
Recognize available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas, and stories. (LA.1.6.4.1)

**Literacy Completion Point K**  
**Level 2.0-3.9 (SS) 390 – 490**  
**BEGINNING BASIC EDUCATION**

- K.01.00      Writing Process  
Apply the four-step writing process to compose short written pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)
- K.02.00      Language Conventions  
Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.
- K.03.00      Grammatical Concepts and Rules  
Edit and revise draft writing correcting sentence structure and subject/verb agreement.
- K.04.00      Writing Applications  
Develop and produce a composition of at least two paragraphs with a minimum of three sentences demonstrating creative, informative, and persuasive writing.
- K.05.00      Communicate Ideas and Information  
Apply effective penmanship, listening, and speaking strategies.
- K.06.00      Technology and Media Literacy  
Comprehend a variety of informational texts that are part of our day-to-day experiences.

**Literacy Completion Point M**  
**Level 4.0-5.9 (SS) 491 – 523**  
**LOW INTERMEDIATE BASIC EDUCATION**

- M.01.00      Writing Process  
Publish a final product that may include pictures and diagrams after developing a writing piece utilizing a four-step writing process that includes prewriting strategies, writing a draft, editing strategies, revising, and refining. (LA.4.3.5.0)
- M.02.00      Language Conventions  
Self-correct and edit written communication for correct spelling, capitalization, punctuation, and subject-verb agreement.
- M.03.00      Grammatical Concepts and Rules  
Use present and past verb tenses, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns, and conjunctions. (LA.4.3.4.5)
- M.04.00      Writing Applications  
Develop and produce multi-paragraph compositions that demonstrate creative, informative, and persuasive writing.

- M.05.00      Communicate Ideas and Information  
Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.
- M.06.00      Technology and Media Literacy  
Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

**Literacy Completion Point N**  
**Level 6.0-8.9 (SS) 524 – 559**  
**HIGH INTERMEDIATE BASIC EDUCATION**

- N.01.00      Writing Process  
Use a systematic process for collecting, processing, and presenting information. (LA.7.6.2.0)
- N.02.00      Language Conventions  
Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.
- N.03.00      Grammatical Concepts and Rules  
Apply advanced grammatical rules to written compositions.
- N.04.00      Writing Applications  
Develop and produce complex compositions that demonstrate creative, informative, and persuasive writing.
- N.05.00      Communicate Ideas and Information  
Apply advanced listening and speaking skills to communicate ideas and information.
- N.06.00      Technology and Media Literacy  
Use advanced technology to pre-write, draft, edit, revise, and publish written documents.

**Florida Department of Education  
Student Performance Standards**

**Course Title:** Language Arts  
**Course Number:** 9900003  
**Course Credit:** Not Applicable

**Course Description:**

After successfully completing appropriate course(s) for each literacy level of this program, the student will be able to demonstrate proficiency in oral and written language skills and perform the following:

**Literacy Completion Point J  
Level 0.0-1.9 (SS) < 389  
BEGINNING ABE LITERACY**

**J.01.00      Writing Process**

**Anchor Standard:**

Recognize a four-step writing process that includes: prewriting strategies; writing a draft by maintaining focus on a single idea using supporting details, editing to revise, and refining the draft for clarity and effectiveness. (LA.1.3.2.0)

**Competencies (Benchmarks):**

- J.01.01 Identify the purposes of creative writing, informative writing, and persuasive writing.
- J.01.02 Identify a variety of prewriting strategies to generate ideas such as brainstorming, webbing, drawing, group discussions, maps, lists, and other activities. (LA.1.3.1.2)
- J.01.03 Organize details into a logical sequence that has a beginning, middle, and end. (LA.1.3.2.2)
- J.01.04 Revise by evaluating the draft for logical thinking, repetitive text, clarity, and specific details. (LA.1.3.3.1)

**J.02.00      Language Conventions**

**Anchor Standard:**

Apply standard language conventions in written communication.

**Competencies (Benchmarks):**

- J.02.01 Use capital letters for the first word in sentences, the pronoun “I”, and proper nouns such as names, days of the week, and months of the year.
- J.02.02 Use punctuation to end declarative, imperative, exclamatory, and interrogative sentences.
- J.02.03 Use a period to abbreviate titles.  
Example: Mr., Ms., and Dr.

### **J.03.00      Grammatical Concepts and Rules**

#### **Anchor Standard:**

Write statements and questions using appropriate word order with subject and verb agreement.

#### **Competencies (Benchmarks):**

- J.03.01 Identify sentences and non-sentences.
- J.03.02 Identify eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections.
- J.03.03 Identify simple subject and predicate of a sentence.
- J.03.04 Make subjects and verbs agree.
- J.03.05 Write statements and questions using appropriate word order.  
Example: I would like to go on a bike ride. Would you like to go on a bike ride?

### **J.04.00      Writing Applications**

#### **Anchor Standard:**

Develop and produce a basic three sentence paragraph demonstrating creative, informative, and persuasive writing.

#### **Competencies (Benchmarks):**

- J.04.01 Use the four-step writing process to write narratives that include main idea based on real or imagined events, characters, and sequence of events. (LA.1.4.1.1)
- J.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.1.4.1.2)
- J.04.03 Write informational/expository forms such as lists, directions, recipes, labels, and instructions. (LA.1.4.2.1).
- J.04.04 Use pictures and text to explain an opinion to persuade an opposing view. (LA.1.4.3.1)

### **J.05.00      Communicate Ideas and Information**

#### **Anchor Standard:**

Recognize effective penmanship, listening, and speaking strategies. (LA.1.5.2.0)

#### **Competencies (Benchmarks):**

- J.05.01 Demonstrate manuscript and/or cursive by forming legible capital and lowercase letters in manuscript and cursive.
- J.05.02 Write words and sentences in manuscript and/or cursive.
- J.05.03 Write telephone numbers and simple words from dictation.
- J.05.04 Sign name in cursive.
- J.05.05 Demonstrate attentive listening by retelling specific details of information heard completing multi-step oral directions, and solve problems. (LA.1.5.2.1)
- J.05.06 Speak clearly and audibly in large or small group settings. (LA.1.5.2.2)
- J.05.07 Participate courteously in individual and group conversations, asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. (LA.1.5.2.6)
- J.05.08 Recognize formal and informal situations and use language appropriate to the situation. (LA.1.5.2.4)

## **J.06.00      Technology and Media Literacy**

### **Anchor Standard:**

Recognize available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas, and stories. (LA.1.6.4.1)

### **Competencies (Benchmarks):**

- J.06.01      Recognize computer terms such as hardware, software, mouse, monitor, flash drive, power on, CD-Rom, cursor, and keyboard.
- J.06.02      Identify the parts of a computer such as mouse, keyboard, monitor, flash drive, and USB devices and demonstrate proper use and care of computer hardware and software.
- J.06.03      Recognize media and computer literacy as a life skill that is integral to informed decision making such as career opportunities.

## **Literacy Completion Point K**

**Level 2.0-3.9 (SS) 390 – 490**

## **BEGINNING BASIC EDUCATION**

## **K.01.00      Writing Process**

### **Anchor Standard:**

Apply the four-step writing process to compose short written pieces by making a plan for writing that includes the main idea and the purpose such as to entertain, to inform, or to communicate information. (LA.2.3.1.3)

### **Competencies (Benchmarks):**

- K.01.01      Plan and develop the main idea and supporting details that describe or provide facts and/or opinions using a variety of prewriting strategies such as graphic organizers, KWL charts, and a writer's notebook/journal.
- K.01.02      Organize information into a logical sequence through the use of time-order words and cause-and-effect transitions.
- K.01.03      Revise and create interest by adding supporting details, dialogue, similes, and simple/complex sentence structures. (LA.3.3.3.2)
- K.01.04      Revise by creating clarity and logic by rearranging words, sentences, and paragraphs.

## **K.02.00      Language Conventions**

### **Anchor Standard:**

Apply basic capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

### **Competencies (Benchmarks):**

- K.02.01      Capitalize the greeting and closing of a letter.
- K.02.02      Use a comma between city and state and between the day of the month and the year, separate words in a series, and following greeting and closing of a friendly letter.



- K.02.03 Recognize the uses of the semi-colon and colon.  
Examples: semi-colon to combine simple sentences and colon after the greeting of a business letter, to introduce a list, and to separate hours from minutes in time.
- K.02.04 Use an apostrophe to form contractions and to show ownership.

### **K.03.00 Grammatical Concepts and Rules**

#### **Anchor Standard:**

Edit and revise draft writing correcting sentence structure and subject/verb agreement.

#### **Competencies (Benchmarks):**

- K.03.01 Identify the complete subject and complete predicate within different kinds of sentences.
- K.03.02 Write the singular and plural forms of nouns.
- K.03.03 Write sentences having compound subjects and compound predicates.
- K.03.04 Use appropriate forms of regular and irregular verbs  
Examples: Am/is/are, was/were, has/have, go/went, and sell/sold
- K.03.05 Make nouns and pronouns agree.
- K.03.06 Distinguish use of the, a, and an.

### **K.04.00 Writing Applications**

#### **Anchor Standard:**

Develop and produce a composition of at least two paragraphs with a minimum of three sentences demonstrating creative, informative, and persuasive writing.

#### **Competencies (Benchmarks):**

- K.04.01 Use the four-step writing process to compose narratives that include a main idea and descriptive details based on real or imagined events, characters, and settings. (LA.2.4.1.1)
- K.04.02 Write simple stories, poems, rhymes or song lyrics. (LA.2.4.1.2)
- K.04.03 Write informational/expository forms such as lists, summaries, recipes, notes/messages, and instructions. (LA.2.4.2.1)
- K.04.04 Write simple directions to familiar locations using “left” and “right” and create a map that matches the directions. (LA.2.4.2.5)
- K.04.05 Write basic communications such as friendly letters and thank-you notes.
- K.04.06 Write a persuasive text such as an advertisement or paragraph that attempts to influence the reader. (LA.3.4.3.1)

### **K.05.00 Communicate Ideas and Information**

#### **Anchor Standard:**

Apply effective penmanship, listening, and speaking strategies.

#### **Competencies (Benchmarks):**

- K.05.01 Demonstrate legible writing to communicate thoughts, ideas, and information.

- K.05.02 Use effective listening strategies to interpret information presented orally and seek clarification when needed.
- K.05.03 Speak with a variety of sentence structures using formal and informal language when communicating.
- K.05.04 Present a written assignment orally maintaining eye contact and gestures to enhance communication.

#### **K.06.00      Technology and Media Literacy**

##### **Anchor Standard:**

Comprehend a variety of informational texts that are part of our day-to-day experiences.

##### **Competencies (Benchmarks):**

- K.06.01 Recognize media literacy as a systematic process for collecting, processing, and presenting information.
- K.06.02 Apply available technology resources such as writing programs, digital cameras, drawing tools, and clip art to express thoughts, ideas, and stories. (LA.1.6.4.1)
- K.06.03 Access a web address to research information for writing.
- K.06.04 Utilize word processing software to compose written communication.
- K.06.05 Create and save documents.
- K.06.06 Demonstrate proper keyboarding techniques while using an instructional program.

#### **Literacy Completion Point M**

**Level 4.0-5.9 (SS) 491 – 523**

#### **LOW INTERMEDIATE BASIC EDUCATION**

#### **M.01.00      Writing Process**

##### **Anchor Standard:**

Publish a final product that may include pictures and diagrams after a developing a writing piece utilizing a four-step writing process that includes prewriting strategies, writing a draft, editing strategies, revising, and refining. (LA.4.3.5.0)

##### **Competencies (Benchmarks):**

- M.01.01 Pre-write by organizing ideas using strategies and tools such as technology to make a plan for writing that prioritizes ideas, addresses the main idea and follows a logical sequence. (LA.4.3.1.3)
- M.01.02 Write a draft by using a prewriting plan and include ample supporting details that show an understanding of facts and/or opinions. (LA.4.3.2.1)
- M.01.03 Create interesting leads through the use of quotations, questions, or descriptions. (LA.4.3.2.3)
- M.01.04 Revise and edit a draft for point of view and sentence variation, deleting extraneous or repetitious information; and use a variety of language techniques to express ideas such as imagery, simile, and metaphor. (LA.4.3.2.4)
- M.01.05 Publish a visually pleasing document utilizing elements of spacing and design to enhance the appearance of the document, and add graphics where appropriate. (LA.4.3.5.2)

## **M.02.00      Language Conventions**

### **Anchor Standard:**

Self-correct and edit written communication for correct spelling, capitalization, punctuation, and subject-verb agreement.

### **Competencies (Benchmarks):**

- M.02.01      Edit spelling using print and/or electronic dictionary, thesaurus, or other resources. (LA.4.3.4.1)
- M.02.02      Capitalize proper nouns including titles, initials, and words used as someone's name such as Uncle Jim, Mom, Dad, and Jr. (LA.4.3.4.2)
- M.02.03      Use punctuation at the end of a sentence, apostrophes to show possessives, commas, colons, and quotation marks in dialogue. (LA.4.3.4.3)

## **M.03.00      Grammatical Concepts and Rules**

### **Anchor Standard:**

Use present and past verb tenses, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns, and conjunctions. (LA.4.3.4.5)

### **Competencies (Benchmarks):**

- M.03.01      Differentiate the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, interjections in texts.
- M.03.02      Distinguish present, past, and future tenses of regular and irregular verbs.
- M.03.03      Use irregular plural nouns, prefixes, and suffixes.
- M.03.04      Use nominative and objective cases.
- M.03.05      Identify phrases, independent and dependent clauses.
- M.03.06      Write complex sentences with subject-verb agreement and noun-pronoun agreement.
- M.03.07      Write paragraphs with transitional expressions

## **M.04.00      Writing Applications**

### **Anchor Standard:**

Develop and produce multi-paragraph compositions that demonstrate creative, informative, and persuasive writing.

### **Competencies (Benchmarks):**

- M.04.01      Compose narratives with characters, setting, plot, sensory details, a logical sequence of events and a context to enable the reader to imagine the event or experience. (LA.4.4.1.1)
- M.04.02      Write a variety of expressive forms such as a short story, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialog, characterizations, and plot. (LA.4.4.1.2)
- M.04.03      Write informational/expository forms such as procedures, summaries, recipes, notes/messages, and how-to-do instructions. (LA.4.4.2.1)
- M.04.04      Write simple directions to familiar locations using cardinal directions, landmarks, and distances; and create an accompanying map. (LA.4.4.2.5)

- M.04.05 Write a variety of communications such as friendly letters, formal letters, messages, invitations, and thank-you notes that have a clearly stated purpose and include the date, proper salutation, body, closing, and signature. (LA.4.4.2.4)
- M.04.06 Write a persuasive text such as an essay or letter that establishes and develops a controlling idea, supporting arguments, and emotional appeal for the validity of the proposed opinion/idea; and provide detailed evidence. (LA.4.4.3.1)

## **M.05.00      Communicate Ideas and Information**

### **Anchor Standard:**

Demonstrate effective oral and written communication skills through legible penmanship, listening skills, and speaking strategies in a variety of situations.

### **Competencies (Benchmarks):**

- M.05.01 Engage in the writing process to communicate ideas and experiences using legible penmanship and technology.
- M.05.02 Listen attentively to a speaker; take notes when needed, and ask questions to ensure accuracy of information.
- M.05.03 Participate and lead a group discussion.
- M.05.04 Describe effective job interviewing skills.

## **M.06.00      Technology and Media Literacy**

### **Anchor Standard:**

Select and use technology available to enhance communication and achieve a purpose such as publishing and presenting. (LA.5.6.1)

### **Competencies (Benchmarks):**

- M.06.01 Use digital tools such as word processing, multimedia, web tools, and graphic organizers for publishing and presenting. (LA.5.6.4.2)
- M.06.02 Use computer directories to locate files.
- M.06.03 Retrieve and interpret information from a Website.
- M.06.04 Examine how ideas are presented in print and non-print media and identify logical reasoning and propaganda. (LA.5.6.3.1)
- M.06.05 Use a variety of print and electronic sources to gather information effectively.
- M.06.06 Recognize ethical practices such as copyrights and plagiarism. (LA.5.6.2.4)

## **Literacy Completion Point N**

**Level 6.0-8.9 (SS) 524 - 559**

## **HIGH INTERMEDIATE BASIC EDUCATION**

## **N.01.00      Writing Process**

### **Anchor Standard:**

Use a systematic process for collecting, processing, and presenting information. (LA.7.6.2.0)

### **Competencies (Benchmarks):**

- N.01.01 Analyze language techniques of professional authors to enhance descriptive language and word choice such as point of view and establishing mood. (LA.6.3.3.10)

- N.01.02 Compare and contrast the writing strategies for reporting on a research topic.
- N.01.03 Select a topic for inquiry; formulate a search plan, and write a short informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement. (LA.5.6.2.3)
- N.01.04 Use prewriting tools such as Venn Diagram, story map, plot pyramid, and outline. (LA.7.3.1.3)
- N.01.05 Write a draft expressing ideas through multiple language techniques such as foreshadowing, imagery, simile, metaphor, sensory language, connotation, and denotation. (LA.6.3.3.3)
- N.01.06 Revise by creating clarity and logic by rearranging paragraphs, adding transitional words, incorporating sources directly and indirectly, using appropriate generalizations, and connecting the conclusion to ending.

## **N.02.00      Language Conventions**

### **Anchor Standard:**

Apply advanced capitalization and punctuation rules to a variety of creative, informative, and persuasive writing pieces.

### **Competencies (Benchmarks):**

- N.02.01 Edit for correct use of spelling rules, root words, suffixes, and prefixes.
- N.02.02 Capitalize major words in titles of books, plays, movies, television programs, regional names, and historical events. (LA.6.3.4.2)
- N.02.03 Punctuate complex sentences, appositives and appositive phrases, and quotations for cited sources. (LA.6.3.4.3)
- N.02.04 Edit for correct use of the eight parts of speech in complex sentences. (LA.6.3.4.4)

## **N.03.00      Grammatical Concepts and Rules**

### **Anchor Standard:**

Apply advanced grammatical rules to written compositions.

### **Competencies (Benchmarks):**

- N.03.01 Use the nominative and objective cases of pronouns (she/her).
- N.03.02 Explore how the parts of a sentence create meaning in a sentence (phrases used as adverbs, subordination of independent clauses).
- N.03.03 Diagram sentences to identify nouns, verbs, adjectives, adverbs, direct objects, indirect objects, and their purpose in a sentence.

## **N.04.00      Writing Applications**

### **Anchor Standard:**

Develop and produce complex compositions that demonstrate creative, informative, and persuasive writing.

### **Competencies (Benchmarks):**

- N.04.01 Compose narratives with an engaging plot that includes rising action, conflict, climax, falling action, and resolution; include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone. (LA.6.4.1.1)

- N.04.02 Write a variety of expressive forms such as a short play, historic fiction, limerick, poetry, skit, and song lyrics that employ simile, metaphor, personification, rhythm, dialogue, characterizations, and appropriate format. (LA.6.4.1.2)
- N.04.03 Write informational/expository forms such as procedures, summaries, assembly instructions, and observations. (LA.6.4.2.1)
- N.04.04 Write simple directions to unfamiliar locations using cardinal and ordinal directions, landmarks, distances, and create an accompanying map. (LA.6.4.2.5)
- N.04.05 Write a variety of informal communications such as friendly letters, messages, invitations, and thank-you notes; and formal communications, business letters, and invitations that follow a format and that have a clearly stated purpose; and include the date, proper salutation, body, closing, and signature. (LA.6.4.2.4)
- N.04.06 Write a persuasive text such as an advertisement, essay, speech, public service announcement that establishes and develops a controlling idea, supporting arguments, emotional appeal, hyperbole, appeal to authority, and celebrity endorsement. (LA.6.4.3.1)

#### **N.05.00      Communicate Ideas and Information**

##### **Anchor Standard:**

Apply advanced listening and speaking skills to communicate ideas and information.

##### **Competencies (Benchmarks):**

- N.05.01 Use effective listening strategies for informal and formal discussions, connecting to, and building on, the ideas of the previous speaker, respecting the viewpoints of others, and identifying bias or faulty logic. (LA.7.5.2.1)
- N.05.02 Analyze persuasive techniques in both formal and informal speech.

#### **N.06.00      Technology and Media Literacy**

##### **Anchor Standard:**

Use advanced technology to pre-write, draft, edit, revise, and publish written documents.

##### **Competencies (Benchmarks):**

- N.06.01 Use the computer and internet to research a topic and document sources used in research.
- N.06.02 Save documents to an external storage device such as a flash drive.
- N.06.03 Understand the impact of illegal and unethical practices such as libel, slander, copyright violation, and plagiarism in the use of mass media and digital sources.