

FLDOE DHH and Selected Additional Standards

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Standard 1 : Deaf Culture and Heritage

Number: SP.PK12.DH.1 **Title:** Deaf Culture and Heritage **Type:** Standard **Subject:** Special Skills **Grade:** PK12

Domain: Deaf and Hard of Hearing

Related Benchmarks

Code	Description
SP.PK12.DH.1.5	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard-of-hearing.
SP.PK12.DH.1.1 a	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.
SP.PK12.DH.1.1 b	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.
SP.PK12.DH.1.2 a	Identify contributions of past and present figures of the Deaf community.
SP.PK12.DH.1.2 b	Compare and contrast contributions of past and present figures of the Deaf community.
SP.PK12.DH.1.3 a	Identify ways that individuals who are deaf and hard-of-hearing provide support for each other in their community.
SP.PK12.DH.1.3 b	Evaluate ways that individuals who are deaf or hard-of-hearing provide support for each other in their community.
SP.PK12.DH.1.4 a	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.
SP.PK12.DH.1.4 b	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard-of-hearing.

Standard 2 : Learning Supports

Number: SP.PK12.DH.2 **Title:** Learning Supports **Type:** Standard **Subject:** Special Skills **Grade:** PK12

Domain: Deaf and Hard of Hearing

Related Benchmarks

Code	Description
SP.PK12.DH.2.1	Identify steps to complete school assignments and tasks according to directions.

SP.PK12.DH.2.2	Maintain a time management and organizational system for academic studies.
SP.PK12.DH.2.5	Request clarification of school assignments from teachers, family, and peers, when needed.
SP.PK12.DH.2.3 a	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.
SP.PK12.DH.2.3 b	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.
SP.PK12.DH.2.4 a	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.
SP.PK12.DH.2.4 b	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.

Standard 3 : Knowledge of Own Hearing Loss

Number: SP.PK12.DH.3 **Title:** Knowledge of Own Hearing Loss **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Deaf and Hard of Hearing

Related Benchmarks

Code	Description
SP.PK12.DH.3.2	Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.
SP.PK12.DH.3.4	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.
SP.PK12.DH.3.1 a	Recognize that he/she has a hearing loss, including referring to self as deaf or hard-of-hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.
SP.PK12.DH.3.1 b	Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.

<u>SP.PK12.DH.3.3a</u>	Identify the basic information on an audiogram.
<u>SP.PK12.DH.3.3b</u>	Explain the meaning of information on own audiogram to parents, teachers, and peers.
<u>SP.PK12.DH.3.3c</u>	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).
<u>SP.PK12.DH.3.5a</u>	State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.
<u>SP.PK12.DH.3.5b</u>	Request repetition or clarification appropriately from peers, teachers, and community members when needed.
<u>SP.PK12.DH.3.6a</u>	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.
<u>SP.PK12.DH.3.6b</u>	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.
<u>SP.PK12.DH.3.6c</u>	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.
<u>SP.PK12.DH.3.7a</u>	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.
<u>SP.PK12.DH.3.7b</u>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.
<u>SP.PK12.DH.3.7c</u>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.

Standard 4 : Acquisition, Comprehension, and Use of Language

Number: SP.PK12.DH.4 **Title:** Acquisition, Comprehension, and Use of Language **Type:** Standard **Subject:** Special Skills **Grade:** PK12 **Domain:** Deaf and Hard of Hearing

Related Benchmarks

Code	Description
SP.PK12.DH.4.1	Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.
SP.PK12.DH.4.2	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.
SP.PK12.DH.4.3	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.
SP.PK12.DH.4.4	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.
SP.PK12.DH.4.5	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.
SP.PK12.DH.4.6	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.

Standard 5 : Personal and Interpersonal Communication Skills

Number: SP.PK12.DH.5 **Title:** Personal and Interpersonal Communication Skills **Type:** Standard **Subject:** Special Skills **Grade:** PK12 **Domain:** Deaf and Hard of Hearing

Related Benchmarks

Code	Description
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SP.PK12.DH.5.1	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.
SP.PK12.DH.5.3	Use appropriate behavior in response to situational demands and modify behavior as needed.
SP.PK12.DH.5.5	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.
SP.PK12.DH.5.2 a	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.
SP.PK12.DH.5.2 b	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.
SP.PK12.DH.5.4 a	Communicate with others in ways appropriate for the relationship, such as friends and family.
SP.PK12.DH.5.4 b	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.

Standard 6 : Self-Determination and Self-Advocacy

Number: SP.PK12.DH.6 **Title:** Self-Determination and Self-Advocacy **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Deaf and Hard of Hearing

Related Benchmarks

Code	Description
SP.PK12.DH.6.5	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.
SP.PK12.DH.6.6	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.
SP.PK12.DH.6.7	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.
SP.PK12.DH.6.8	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).

<u>SP.PK12.DH.6.9</u>	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.
<u>SP.PK12.DH.6.1</u> <u>0</u>	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.
<u>SP.PK12.DH.6.11</u>	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.
<u>SP.PK12.DH.6.1</u> <u>a</u>	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.
<u>SP.PK12.DH.6.1</u> <u>b</u>	Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.
<u>SP.PK12.DH.6.1c</u>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.
<u>SP.PK12.DH.6.2</u> <u>a</u>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.
<u>SP.PK12.DH.6.2</u> <u>b</u>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.
<u>SP.PK12.DH.6.3</u> <u>a</u>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.
<u>SP.PK12.DH.6.3</u> <u>b</u>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.
<u>SP.PK12.DH.6.4</u> <u>a</u>	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.
<u>SP.PK12.DH.6.4</u> <u>b</u>	Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual

	goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.
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Speech and Auditory Training Standards

Standard 1 : Suprasegmental Level

Number: SP.PK12.SA.1 **Title:** Suprasegmental Level **Type:** Standard **Subject:** Special Skills **Grade:** PK12

Domain: Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.1.1	Discriminate, identify, and produce suprasegmental elements of speech, including pitch, loudness, and duration.

Standard 2 : Phonetic Level

Number: SP.PK12.SA.2 **Title:** Phonetic Level **Type:** Standard **Subject:** Special Skills **Grade:** PK12

Domain: Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.2.1	Discriminate, identify, and produce vowel, diphthong, and consonant sounds by manner and place of articulation and voicing.

Standard 3 : Phonologic Level

Number: SP.PK12.SA.3 **Title:** Phonologic Level **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.3.1	Discriminate, identify, and produce sounds correctly in words and connected speech in a meaningful way.

Standard 4 : Use of Listening Devices

Number: SP.PK12.SA.4 **Title:** Use of Listening Devices **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.4.1	Maintain (clean, care for, and troubleshoot) personal listening device.

Standard 5 : Self-Advocacy

Number: SP.PK12.SA.5 **Title:** Self-Advocacy **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.5.1	Maintain (clean, care for, and troubleshoot) personal listening device.
SP.PK12.SA.5.2	Advocate for appropriate accommodations to compensate for deafness or hearing loss.

Standard 6 : Detection Skills

Number: SP.PK12.SA.6 **Title:** Detection Skills **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.6.1	Demonstrate awareness of speech and nonspeech sounds.

Standard 7 : Perception/Production Loop

Number: SP.PK12.SA.7 **Title:** Perception/Production Loop **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.7.1	Listen to, retrieve, and imitate speech and spoken language.

Standard 8 : Auditory Discrimination Skills

Number: SP.PK12.SA.8 **Title:** Auditory Discrimination Skills **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.8.1	Indicate similarities and differences between two or more sounds or spoken words.

Standard 9 : Auditory Identification Skills

Number: SP.PK12.SA.9 **Title:** Auditory Identification Skills **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.9.1	When given a set of choices, identify words, phrases, and sentences that differ by manner, voicing, and place of articulation.

Standard 10 : Auditory Comprehension Skills

Number: SP.PK12.SA.10 **Title:** Auditory Comprehension Skills **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Speech and Auditory Training

Related Benchmarks

Code	Description
SP.PK12.SA.10.1	Demonstrate understanding of spoken language by responding in a meaningful way (listening to learn).

Therapy Skills

Standard 1 : Phonology

Number: SP.PK12.TP.1 **Title:** Phonology **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.1.1	Demonstrate comprehension and use of the sound systems of language and linguistic conventions to convey meaning in spoken and written language.

Standard 2 : Morphology

Number: SP.PK12.TP.2 **Title:** Morphology **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.2.1	Demonstrate comprehension and use of the internal structure of words and construction of word forms in reading, writing, and spelling.

Standard 3 : Syntax

Number: SP.PK12.TP.3 **Title:** Syntax **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.3.1	Demonstrate comprehension and use of the system governing the order and combination of words to form sentences in spoken and written language.

Standard 4 : Semantics

Number: SP.PK12.TP.4 **Title:** Semantics **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.4.1	Demonstrate comprehension and use of the system that governs vocabulary acquisition and meaning of words and sentences in spoken and written language.

Standard 5 : Pragmatics

Number: SP.PK12.TP.5 **Title:** Pragmatics **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.5.1	Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
SP.PK12.US.6.1	Use language for a variety of purposes, including greeting, informing, demanding, promising, and requesting.
SP.PK12.US.6.2	Use language based on the needs of the situation or listener, such as talking differently to peers and adults, providing background information, and adjusting voice and volume according to setting demands.
SP.PK12.US.6.3	Initiate and participate in conversations with adults and peers.
SP.PK12.US.6.4	Follow rules for conversations, including staying on topic, taking turns, and initiating and ending conversations appropriately.

Standard 8 : Phonology and Articulation

Number: SP.PK12.TP.8 **Title:** Phonology and Articulation **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.8.1	Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.

Standard 9 : Fluency

Number: SP.PK12.TP.9 **Title:** Fluency **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.9.1	Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.

Standard 10 : Voice

Number: SP.PK12.TP.10 **Title:** Voice **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Therapies

Related Benchmarks

Code	Description
SP.PK12.TP.10.1	Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.

Unique Skills Standards

Standard 4 : Listening

Number: SP.PK12.US.4 **Title:** Listening **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.4.1	Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
SP.PK12.US.4.2	Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.
SP.PK12.US.4.3	Demonstrate understanding and recall of information presented orally for specific purposes, such as identifying the main idea, drawing conclusions, and forming opinions.
SP.PK12.US.4.4	Demonstrate understanding of information presented orally by using listening skills, including paying attention to cues, linking to prior knowledge, and considering speaker's perspective and nonverbal messages.

Standard 5 : Speaking

Number: SP.PK12.US.5 **Title:** Speaking **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.5.1	Use speech that can be understood by adults and peers.
SP.PK12.US.5.2	Communicate messages and ideas clearly and effectively in a variety of situations.
SP.PK12.US.5.3	Answer different types of questions, such as yes/no, open ended, and "wh" questions.
SP.PK12.US.5.4	Express ideas in complete sentences using correct parts of speech.
SP.PK12.US.5.5	Retell and summarize a story or event.

SP.PK12.US.5.6	Effectively use nonverbal language, such as proximity, eye contact, gestures, and posture.
SP.PK12.US.5.7	Clarify and explain words and ideas.
SP.PK12.US.5.8	Participate effectively in small and large group discussions.
SP.PK12.US.5.9	Recognize and repair communication breakdowns.
SP.PK12.US.5.10	Use appropriate verbal and nonverbal communication when giving an individual or group presentation.

Standard 9 : Community Participation

Number: SP.PK12.US.9 **Title:** Community Participation **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.9.1	Participate in individual and group recreation/leisure activities.
SP.PK12.US.9.4	Apply acceptable eating and social skills when dining in a variety of establishments or settings.
SP.PK12.US.9.6	Demonstrate how to use technological tools to access services and commodities in the community.
SP.PK12.US.9.2a	Select and engage in volunteer activities in school or community, such as recycling, litter patrol, or collecting money for a charity.
SP.PK12.US.9.2b	Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
SP.PK12.US.9.3a	Use specific knowledge and skills when completing activities involving managing money, such as shopping and purchasing.
SP.PK12.US.9.3b	Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
SP.PK12.US.9.5a	Identify and follow rules when using transportation in the community.
SP.PK12.US.9.5b	Identify and follow rules when using various modes of transportation to access the community.

Standard 18 : Soliciting and Declining Assistance

Number: SP.PK12.US.18 **Title:** Soliciting and Declining Assistance **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.18.1	Respond appropriately to offers of assistance when traveling.
SP.PK12.US.18.2	Solicit necessary assistance when traveling.
SP.PK12.US.18.3	Use nontraditional devices and adaptive mobility devices, such as wheelchair, walkers, or support canes, as required by the situation.
SP.PK12.US.18.4	Plan, use, and manage private, public, and para-transit transportation for safe and efficient travel.

Standard 19 : Self-Regulation

Number: SP.PK12.US.19 **Title:** Self-Regulation **Type:** Standard **Subject:** Special Skills
Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.19.3	Express a range of personal emotions and feelings in a socially acceptable manner.
SP.PK12.US.19.4	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.
SP.PK12.US.19.6	Self-advocate for personal needs in a socially appropriate manner.
SP.PK12.US.19.1 a	Identify personal emotions and feelings.
SP.PK12.US.19.1 b	Identify personal emotions and feelings and their impact on physical and mental well-being.
SP.PK12.US.19.2 a	Identify personal strengths and areas of need.
SP.PK12.US.19.2 b	Identify ways that personal strengths can compensate for areas of need.

SP.PK12.US.19.5 a	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.
SP.PK12.US.19.5 b	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision.
SP.PK12.US.19.7 a	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.
SP.PK12.US.19.7 b	Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.

Standard 20 : Interpersonal Relationships

Number: SP.PK12.US.20 **Title:** Interpersonal Relationships **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.20.1	Identify a range of emotions and feelings of others.
SP.PK12.US.20.2	Respond in a socially appropriate manner to emotions and feelings of others.
SP.PK12.US.20.3	Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.
SP.PK12.US.20.4	Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening.
SP.PK12.US.20.5	Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance.
SP.PK12.US.20.6	Work cooperatively in small groups to achieve common outcomes.
SP.PK12.US.20.7 a	Use conflict resolution strategies to resolve differences, such as communicate and negotiate.
SP.PK12.US.20.7 b	Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.

Standard 21 : Relationships Across Settings

Number: SP.PK12.US.21 **Title:** Relationships Across Settings **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.21.1	Maintain appropriate behavior by following rules in classroom and school settings.
SP.PK12.US.21.3	Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community.
SP.PK12.US.21.4	Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings.
SP.PK12.US.21.5	Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings.
SP.PK12.US.21.2a	Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school.
SP.PK12.US.21.2b	Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.

Standard 22 : Social Skills and Strategies

Number: SP.PK12.US.22 **Title:** Social Skills and Strategies **Type:** Standard **Subject:** Special Skills

Grade: PK12 **Domain:** Unique Skills

Related Benchmarks

Code	Description
SP.PK12.US.22.1	Use appropriate social and interpersonal skills and strategies to interact with peers and adults for various purposes across settings.

K12 Math Standards Relating to Communication and Language

Standard 1 : Actively participate in effortful learning both individually and collectively.

Number: MA.K12.MTR.1 **Title:** Actively participate in effortful learning both individually and collectively.

Type: Standard **Subject:** Mathematics (B.E.S.T. - Effective starting 2022-2023)

Grade: K12 **Strand:** Mathematical Thinking and Reasoning

Related Benchmarks

Code	Description
MA.K12.MTR.1.1	Mathematicians who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners. • Foster perseverance in students by choosing tasks that are challenging. • Develop students' ability to analyze and problem solve. • Recognize students' effort when solving challenging problems.

Standard 4 : Engage in discussions that reflect on the mathematical thinking of self and others.

Number: MA.K12.MTR.4 **Title:** Engage in discussions that reflect on the mathematical thinking of self and others.

Type: Standard **Subject:** Mathematics (B.E.S.T. - Effective starting 2022-2023) **Grade:** K12 **Strand:** Mathematical Thinking and Reasoning

Related Benchmarks

Code	Description
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: • Communicate mathematical ideas, vocabulary and methods effectively. • Analyze the mathematical thinking of others. • Compare the efficiency of a method to those expressed by others. • Recognize errors and suggest how to correctly solve the task. • Justify results by explaining methods and processes. • Construct possible arguments based on evidence. Clarifications: Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: • Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. • Create opportunities for students to discuss their thinking with peers. • Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. • Develop students' ability to justify methods and compare their responses to the responses of their peers.

English Language Arts (B.E.S.T Effective 2021-2022)

Idea 4 : Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Number: ELA.K12.EE.4 **Title:** Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Type:** Expectation **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** K12 **Strand:** Expectations

Related Benchmarks

Code	Description
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Idea 6 : Use appropriate voice and tone when speaking or writing.

Title: Use appropriate voice and tone when speaking or writing. **Type:** Expectation **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** K12 **Strand:** Expectations

Related Benchmarks

Code	Description
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing. Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Kindergarten:

Standard 2 : Communicating Orally

Number: ELA.K.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** K **Strand:** Communication

Related Benchmarks

Code	Description
ELA.K.C.2.1	Present information orally using complete sentences.

Standard 3 : Following Conventions

Number: ELA.K.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** K **Strand:** Communication

Related Benchmarks

Code	Description
ELA.K.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: ● Begin each sentence with a capital letter and use ending punctuation. ● Capitalize the days of the week, the months of the year, and the pronoun I. ● Form regular plural nouns orally by adding /s/ or /es/. ● Use interrogatives to ask questions. Skills to be implemented but not yet mastered are as follows: ● Capitalize proper nouns. ● Form and use simple verb tenses for regular verbs by adding the affix -ed. ● Form and use complete simple sentences. ● Use possessives. ● Use subject-verb agreement in simple sentences.

Standard 1 : Finding Meaning

Number: ELA.K.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** K **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.K.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.

1st Grade:

Standard 2 : Communicating Orally (1st Grade)

Number: ELA.1.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 1 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume. Clarifications: <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.

Standard 3 : Following Conventions (1st Grade)

Number: ELA.1.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 1 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Capitalize proper nouns. • Form and use simple verb tenses for regular verbs by adding the affix -ed. • Form and use complete simple sentences. • Use possessives. • Use subject-verb agreement in simple sentences. Skills to be implemented but not yet mastered are as follows: • Form plurals -y to -ies. • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Use apostrophes to form contractions.

	• Appropriately use pronouns. • Use commas in a series. • Use plural possessives. • Use interjections. Clarification 2: See Convention Progression by Grade Level for more information.
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Standard 1 : Finding Meaning (1st Grade)

Number: ELA.1.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 1 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content. Clarifications: <i>Clarification 1:</i> See Base Words for frequently occurring base words. <i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. <i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.

Standard 1 : Finding Meaning (1st Grade)

Number: ELA.1.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 1 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content. Clarifications: <i>Clarification 1:</i> See Base Words for frequently occurring base words. <i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. <i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.

2nd grade

Standard 2 : Communicating Orally 2nd Grade

Number: ELA.2.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 2 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume, and clear pronunciation. Clarifications: <i>Clarification 1:</i> Clear pronunciation shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.

Standard 3 : Following Conventions 2nd Grade

Number: ELA.2.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 2 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Form plurals -y to -ies. • Use apostrophes to form contractions. • Appropriately use pronouns. • Use commas in a series. • Use plural possessives. • Use interjections. Skills to be implemented but not yet mastered are as follows: • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. • Form and use irregular plural nouns. • Form and use the progressive and perfect verb tenses. • Use simple modifiers. • Use prepositions and prepositional phrases. • Form and use compound sentences. • Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address. • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 2nd Grade

Number: ELA.2.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 2 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content. Clarifications: <i>Clarification 1:</i> See Base Words.
ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.

3rd Grade

Standard 2 : Communicating Orally 3rd Grade

Number: ELA.3.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 3 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.

Standard 3 : Following Conventions 3rd Grade

Number: ELA.3.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 3 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. • Form and use irregular plural nouns. • Form and use the progressive and perfect verb tenses. • Use simple modifiers. • Use prepositions and prepositional phrases. • Form and use compound sentences. • Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address. Skills to be implemented but not yet mastered are as follows: • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 3rd Grade

Number: ELA.3.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 3 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.3.V.1.2	Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.
ELA.3.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.

4th Grade

Standard 2 : Communicating Orally Grade 4

Number: ELA.4.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 4 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. <i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.

Standard 3 : Following Conventions 4th Grade

Number: ELA.4.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 4 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. Skills to be implemented but not yet mastered are as follows: • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses. • Recognize and correct inappropriate shifts in tense and number. • Use conjunctions correctly to join words and phrases in a sentence. • Use verbals including gerunds, infinitives, and participial phrases. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information

Standard 1 : Finding Meaning 4th Grade

Number: ELA.4.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 4 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.
ELA.4.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.

5th Grade

Communicating Orally 5th Grade

Standard #: ELA.5.C.2.1

Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

- Clarifications
- *Clarification 1:* Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

Clarification 2: For further guidance, see the [Elementary Oral Communication Rubric](#).

Standard 3 : Following Conventions

Number: ELA.5.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 5 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.5.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: ● Use principal modals to indicate the mood of a verb. ● Use appositives, main clauses, and subordinate clauses. ● Recognize and correct inappropriate shifts in tense and number. ● Use conjunctions correctly to join words and phrases in a sentence. Skills to be implemented but not yet mastered are as follows: ● Use verbals including gerunds, infinitives, and participial phrases. ● Use comparative and superlative forms of adjectives. ● Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. ● Vary sentence structure. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 5th Grade

Number: ELA.5.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 5 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing. Clarifications: <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.5.V.1.2	Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5.
ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.

6th

Standard 2 : Communicating Orally 6th

Number: ELA.6.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 6 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing. Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.

Standard 3 : Following Conventions 6th Grade

Number: ELA.6.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 6 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.6.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 6th

Number: ELA.8.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 8 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.
ELA.8.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.

Standard 1 : Finding Meaning 6th Grade

Number: ELA.6.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 6 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.6.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.
ELA.6.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.

7th Grade

Standard 2 : Communicating Orally 7th

Number: ELA.7.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 7 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.7.C.2.1	Present information orally, in a logical sequence, emphasizing key points that support the central idea. Clarifications: <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.

Standard 3 : Following Conventions 7th

Number: ELA.7.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 7 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.7.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. Skills to be implemented but not yet mastered are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 7th

Number: ELA.7.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 7 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.
ELA.7.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.

8th Grade

Standard 2 : Communicating Orally 8th

Number: ELA.8.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 8 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.8.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence. Clarifications: <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.

Standard 3 : Following Conventions 8th

Number: ELA.8.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 8 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.8.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 8th

Number: ELA.8.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 8 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.
ELA.8.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.

9th and 10th Grades

Standard 2 : Communicating Orally 9th, 10th

Number: ELA.9.C.2 **Number:** ELA.10.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 9, 10, 11, 12 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.9.C.2.1 ELA.10.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. Clarifications: <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.

Standard 3 : Following Conventions 9th and 10th

Number: ELA.9.C.3 **Number:** ELA.10.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 9, 10 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.9.C.3.1 ELA.10.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. • Use knowledge of usage rules to create flow in writing and presenting. <i>Clarification 2:</i> See Convention Progression by Grade Level.

Standard 1 : Finding Meaning 9th and 10th

Number: ELA.9.V.1 **Number:** ELA.10.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 9, 10 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.9.V.1.1 ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.9.V.1.2 ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.9.V.1.3 ELA.10.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.

11th Grade

Standard 2 : Communicating Orally 11th and 12th

Number: ELA.11.C.2 **Number:** ELA.12.C.2 **Title:** Communicating Orally **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 11, 12 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.11.C.2.1 ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. Clarifications: <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.

Standard 3 : Following Conventions 11th and 12th

Number: ELA.11.C.3 **Number:** ELA.12.C.3 **Title:** Following Conventions **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 11, 12 **Strand:** Communication

Related Benchmarks

Code	Description
ELA.11.C.3.1 ELA.12.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: • Use knowledge of usage rules to create flow in writing and presenting. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.

Standard 1 : Finding Meaning 11th and 12th

Number: ELA.11.V.1 **Number:** ELA.12.V.1 **Title:** Finding Meaning **Type:** Standard **Subject:** English Language Arts (B.E.S.T. - Effective starting 2021-2022) **Grade:** 11, 12 **Strand:** Vocabulary

Related Benchmarks

Code	Description
ELA.11.V.1.1 ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.11.V.1.2 ELA.12.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.
ELA.11.V.1.3 ELA.12.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.