

LANGUAGE

Level 6.0 - 8.9 • (Functional Literacy)

Student: _____	ID # _____	Entry Date: _____
Institution: _____		Date Achieved: _____
Site: _____		Instructor(s): _____

PLEASE CHECK CORRESPONDING BOX AS EACH STANDARD IS ACHIEVED.

STANDARD 25

The student composes structurally and grammatically correct sentences and paragraphs.

Date: _____ Instructor: _____

Benchmarks:

- 25.1 Sustaining a consistent point of view throughout a multiple paragraph text;
- 25.2 Developing appropriate tense use throughout a multiple paragraph text;
- 25.3 Creating paragraphs divisions in an extended text and marking them through indentation;
- 25.4 Writing paragraphs with stated or implied topic sentences;
- 25.5 Writing paragraphs with clear connections between all sentences;
- 25.6 Writing paragraphs with transition sentences;
- 25.7 Appropriately using all forms of punctuation and capitalization;
- 25.8 Constructing agreement between subjects and verbs in all types of sentence structures and lengths;
- 25.9 Consistently using the correct forms of irregular verbs;
- 25.10 Correctly applying the singular and plural forms of nouns;
- 25.11 Correctly using the nominative and objective cases of pronouns (for example: she/her);
- 25.12 Writing a variety of sentence types.

STANDARD 26

The student demonstrates an understanding of the functions of the parts of speech.

Date: _____ Instructor: _____

Benchmarks:

- 26.1 Identifying all parts of speech, including nouns, verbs, adjectives, adverbs, conjunctions, prepositions, interjections, and verbals (verbs used as nouns, adjectives or adverbs such as infinitives, participles, and gerunds);
- 26.2 Identifying how parts of speech work in a particular sentence (for example: noun used as an object instead of a subject);
- 26.3 Identifying parts of the sentence, including complete and simple subject and complete and simple predicate;
- 26.4 Exploring how the parts of a sentence create meaning in a sentence (for example: phrases used as adverbs, subordination of independent clauses).

STANDARD 27

The student effectively communicates ideas and information through the writing process.

Date: _____ Instructor: _____

Benchmarks:

- 27.1 Brainstorming ideas in writing;
- 27.2 Organizing information before writing;
- 27.3 Drafting and revising all types of writing so that it
 - is focused and purposeful;
 - conveys a sense of completeness and is focused on a central idea;
 - has an organizational pattern that provides for a logical progression of ideas and includes a beginning, middle, and ending;
 - demonstrates continuity of purpose, style, voice and tense;
- 27.4 Editing writing to produce final documents that are grammatically correct;
- 27.5 Understanding the difference between plagiarism and student-generated text;
- 27.6 Creating a bibliography.

STANDARD 28

The student writes to communicate ideas effectively in a variety of content areas.

Date: _____ Instructor: _____

Benchmarks:

- 28.1 Writing narrative answers to a variety of content area questions;
- 28.2 Using the writing process to generate text about social studies, science, and/or literature (for example: reports and critiques).

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STANDARD 29

THIS STANDARD IS OPTIONAL AS COMPUTER TECHNOLOGY IS NOT PROVIDED FOR EVERY STUDENT. HOWEVER, IT IS STRONGLY RECOMMENDED THAT STUDENTS WITH ACCESS TO COMPUTER TECHNOLOGY COMPLETE STANDARD 29 DURING WORK ON LEVEL 6.0 – 8.9. Please Note: THE TEACHER'S RESOURCE GUIDE OFFERS LESSON PLANS ENABLING INSTRUCTORS TO INTRODUCE STUDENTS TO TECHNOLOGY WITHOUT A COMPUTER IN THE CLASSROOM.

The student uses the computer to enhance personal learning and performance.

Date: _____ Instructor: _____

Benchmarks:

- 29.1 Creating documents using a word processing program;
- 29.2 Saving documents to a disk;
- 29.3 Using computer skills for researching;
- 29.4 Demonstrating keyboarding skills necessary for increased productivity.

LITERACY COMPLETION POINT N