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| **LAFS.910.RI.1.1**  **Benchmark Clarifications:** The student will be able to cite textual evidence to support analysis and draw inferences from a text.  The student will be able to cite textual evidence to support analysis and draw inferences from a text.  **Key Terms/Concepts:** inference, textual evidence, analysis  **Content Limits:** All text used for student evidence should be informational. |
| **LAFS.910.RI.3.8**  **Benchmark Clarifications:** The student will be able to describe and evaluate an argument while also concluding if it is a valid argument. The student will be also to identify false claims.  **Key Terms/Concepts:** evaluate, identify  **Content Limits:** All text used for student evidence should be informational. |
| **LAFS.910.SL.1.2**  **Benchmark Clarifications:** The student will be able to integrate information of different media and be able to evaluate the creditability of each source.  **Key Terms/Concepts:** integrate media, evaluate creditability  **Content Limits:** None Specified |
| **LAFS.910.SL.2.4**  **Benchmark Clarifications:** The student will be able to present information and evidence clearly and logically so that listeners can follow the thought process and the organization, development, and style of the presentation as it relates to the purpose, audience, and task.  **Key Terms/Concepts:** purpose, audience, task**,** presentation, organization of thought, speaking style  **Content Limits:** The final product should be orally presented to show mastery. |
| **LAFS.910.SL.2.5**  **Benchmark Clarifications:** The student will be able to use digital media (textual, graphic, audio, and interactive) in a presentation to enhance understanding of their findings and evidence, and to also add interest in the subjects.  **Key Terms/Concepts:** digital media, presentation  **Content Limits:** Students should use only resources found in a digital format, such as audio, video, websites, etc. |
| **LAFS.910.W.1.1b**  **Benchmark Clarifications:** The student will be able to develop claims and counterclaims, give evidence for each while being able to distinguish the strengths and weaknesses of both in a way that assumes what the audience knows and their concerns.  **Key Terms/Concepts:** claim, counterclaim, specific evidence, strength and weakness of information  **Content Limits:** None specified |
| **LAFS.910.W.2.4**  **Benchmark Clarifications:** Thestudent will be able to produce writing that is clear and the development, organization, and style coincide with the task, purpose, and audience.  **Key Terms/Concepts:** audience, purpose, organization, style  **Content Limits:** None specified |
| **LAFS.910.W.4.10**  **Benchmark Clarifications:** The student will be able to write over extended periods of time for research, reflection, and revision. They will also be able to write over shorter periods for various tasks, purposes, and audiences.  **Key Terms/Concepts:** write for research and reflections, specific purposes and audiences  **Content Limits:** None specified |
| **LAFS.910.WHST.1.1a**  **Benchmark Clarifications:** The student will be able to introduce a claim, distinguish the claim from opposing claims, and establish clear relationships between the claim, counterclaim, their reasons, and specific evidence.  **Key Terms/Concepts:** establishing claim/counterclaim, using reason and specific evidence to build a claim  **Content Limits:** All claims and counterclaims produced by students should be in the history/social studies and science/technical context. |
| **LAFS.910.WHST.1.1e**  **Benchmark Clarifications:** The student will be able to provide a conclusion that supports the argument presented.  **Key Terms/Concepts:** conclusion, support  **Content Limits:** The content of the student conclusions should be in the history/ social studies and science/technical context. |
| **LAFS.910.WHST.1.2a**  **Benchmark Clarifications:** The student will be able to introduce a topic and organize ideas, concepts, and information in order to make connections. The student will also be able to include formatting and multimedia sources to aid in understanding of the topic.  **Key Terms/Concepts:** organize ideas; introduce a topic, connections, and multimedia sources.  **Content Limits:** All information presented by the student must be in the history/social studies and science/technical context. |
| **LAFS.910.WHST.1.2e**  **Benchmark Clarifications:** The student will be able to establish and maintain a formal writing style and tone while managing the established norms of the history and social studies discipline.  **Key Terms/Concepts:** formal style, tone  **Content Limits:** All student writing should be of the history/social studies and the science/ technical context. |
| **LAFS.910.WHST.3.8**  **Benchmark Clarifications:** The student will be able to gather information from multiple print and digital sources, using research techniques. They will also be able to assess the usefulness of each source by answering research questions, integrate that information into an extended writing so that it maintains the ideas presented. The student will also be able to avoid plagiarism and following a standard format for citation.  **Key Terms/Concepts:** research, information gathering, assessing, integration of information, plagiarism  **Content Limits:** Information research and used by a student should be in the history/ social studies and the science/technical context. |
| **LAFS.910.WHST.2.5**  **Benchmark Clarifications:** The student will be able to develop and strengthen writing by planning, revising, editing, rewriting, and use of new approaches. The student will also focus on what is most important for a purpose or audience.  **Key Terms/Concepts:** plan, revise, edit, rewrite, writing for specific audience, writing for specific purpose  **Content Limits:** All student writing must be in the context of history/social studies and science/technical context. |