



Diocese of Madison

**LITERACY EDUCATION
STANDARDS & BENCHMARKS**



Grades K—8

Office of Catholic Schools

Literacy Standards - Grades K-5

LR. Literacy: Reading

LR.1. Key Ideas and Details

LR.2. Craft and Structure

LR.3. Integration of Knowledge and Ideas

LR.4. Foundational Skills & Level of Complexity

LR.5. Language Acquisition and Development

LW. Literacy: Writing

LW.1. Text Types and Purposes

LW.2. Production and Distribution of Writing

LW.3. Research to Build and Present Knowledge

LW.4. Range of Writing

LW.5. Language Development

LS. Literacy: Speaking and Listening

LS.1. Comprehension and Collaboration

LS.2. Presentation of Knowledge and Ideas

LS.3. Language Development

LR. Literacy: Reading

	Kindergarten:	Grade 1:	Grade 2:
LR.1.	Key Ideas and Details		
A	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
B	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories from diverse cultures, and determine their central message, lesson, or moral.
C	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
D	With prompting and support, identify characters, settings, and major events in a story.	Describe with key details the characters, settings, and major events in a story.	Describe how characters in a story respond to major events and challenges.
E	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

LR. Literacy: Reading

	Grade 3:	Grade 4:	Grade 5:
LR.1.	Key Ideas and Details		
A	Ask and answer questions by referring to a text to demonstrate understanding.	Refer to details and examples in a text when explaining what the text says.	Quote accurately and draw inferences from a text.
B	Recount stories from diverse cultures, and determine how the central theme is conveyed through details.	Determine the theme of a story, drama, or poem from details in the text.	Determine the theme of a story, drama, or poem from details in the text.
C	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine the main ideas of a text and explain how they are supported by key details; summarize the text.
D	Describe characters in a story and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama.	Compare and contrast characters, settings, or events in a story or drama while drawing on specific details.
E	Using language that pertains to time, sequence, and cause & effect, describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text.	Explain the relationships or interactions between individuals, events, ideas, or concepts in a historical, scientific, or technical text.

	Kindergarten:	Grade 1:	Grade 2:
LR.2. Craft and Structure			
A	With prompting and support, ask and answer questions about unknown words in a story.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
B	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a relevant text.
C	Recognize common types of texts.	Know and use various fiction text features to locate key facts or information in a text.	Describe the overall structure of a story, including describing beginnings and endings.
D	Identify the front cover, back cover, and title page of a book.	Know and use various nonfiction text features to locate key facts or information in a text.	Know and use various text features to locate key facts or information in a text efficiently.

	Grade 3:	Grade 4:	Grade 5:
LR.2. Craft and Structure			
A	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
B	Determine the meaning of general academic and domain-specific words and phrases in a relevant text.	Determine the meaning of general academic and domain-specific words and phrases in a relevant text.	Determine the meaning of general academic and domain-specific words and phrases in a relevant text.
C	Describe how each successive part of a story, drama, or poem builds on earlier sections.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems.
D	Know and use various text features to locate information relevant to a given text or topic efficiently.	Describe the overall structure of events, ideas, concepts, or information in a text.	Compare and contrast the overall structure of events, ideas, concepts, or information in a text.

	Kindergarten:	Grade 1:	Grade 2:
LR.3.	Integration of Knowledge and Ideas		
A	Predict what happens next in a series of events.	Predict outcomes from a series of events.	Predict outcomes and draw conclusions from a series of events.
B	With prompting and support, name the author and illustrator of a story and define their role.	Identify who is telling the story at various points in a text.	Understand differences in characters by speaking in a different voice for each character.
C	With prompting and support, name the author and illustrator of a text and define their role.	Distinguish between information provided by words and illustrations.	Identify the main purpose of a text.
D	With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the text demonstrate understanding of its characters, setting, or plot.
E	With prompting and support, describe the relationship between illustrations and the text in which they appear.	Use the illustrations and details in a text to describe its key ideas.	Explain how specific images contribute to and clarify a text.
F	With prompting and support, compare and contrast the experiences of characters in stories.	Compare and contrast the experiences of characters in stories.	Compare and contrast different versions of the same story.
G	With prompting and support, identify similarities and differences between nonfiction texts on the same topic.	Identify similarities and differences between nonfiction texts on the same topic.	Compare and contrast the most important points presented by different texts on the same topic.

	Grade 3:	Grade 4:	Grade 5:
LR.3.	Integration of Knowledge and Ideas		
A			
B	Distinguish personal point of view from that of the narrator or characters.	Compare and contrast the point of view from which different stories are narrated.	Describe how a narrator's or speaker's point of view influences how events are described.
C	Distinguish personal point of view from that of the author.	Compare and contrast multiple accounts of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
D	Understand how words and illustrations are interrelated in a text.	Make connections between the text of a story or drama and a visual presentation of the text.	Analyze how multiple elements contribute to the meaning, tone, or beauty of a text.
E	Understand how words and images are related in a text.	Make connections between the text and the information presented visually.	Demonstrate how information provided in the text can be used to locate an answer or solve a problem.
F	Compare and contrast the stories written by the same author about the same or similar characters.	Compare and contrast the treatment of similar themes and topics.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
G	Compare and contrast the most important points and key details presented in different texts on the same topic.	Integrate information from different texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from different texts on the same topic in order to write or speak about the subject knowledgeably.

	Kindergarten:	Grade 1:	Grade 2:
LR.4.	Foundational Skills & Level of Complexity		
A	Actively engage in group reading activities with purpose and understanding.	With prompting and support, read literature and texts at appropriate grade level.	Read and comprehend literature and texts at appropriate grade level.
B	Demonstrate understanding of spoken words, syllables, and sounds.	Demonstrate understanding of spoken words, syllables, and sounds.	Read with sufficient accuracy and fluency to support comprehension.
C	Know and apply phonics and word analysis skills in decoding words.	Know and apply phonics and word analysis skills in decoding words.	Know and apply phonics and word analysis skills in decoding words.

	Grade 3:	Grade 4:	Grade 5:
LR.4.	Foundational Skills & Level of Complexity		
A	Read and comprehend literature and texts at appropriate grade level.	Read and comprehend literature and texts at appropriate grade level.	Read and comprehend literature and texts at appropriate grade level.
B	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
C	Know and apply phonics and word analysis skills in decoding words.	Know and apply phonics and word analysis skills in decoding words.	Know and apply phonics and word analysis skills in decoding words.

	Kindergarten:	Grade 1:	Grade 2:
LR.5.	Language Acquisition and Development		
A	Read emergent-level texts with purpose and understanding.	Develop knowledge of language and its conventions when reading.	Use knowledge of language and its conventions when reading.
B	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
C	With guidance and support from adults, explore word relationships and word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and word meanings.	Demonstrate understanding of word relationships and word meanings.

	Grade 3:	Grade 4:	Grade 5:
LR.5.	Language Acquisition and Development		
A	Use knowledge of language and its conventions when reading.	Use knowledge of language and its conventions when reading.	Use knowledge of language and its conventions when reading.
B	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
C	Demonstrate understanding of word relationships and word meanings.	Demonstrate understanding of figurative language, word relationships, and word meanings.	Demonstrate understanding of figurative language, word relationships, and word meanings.

LW. Literacy: Writing

	Kindergarten:	Grade 1:	Grade 2:
LW.1. Text Types and Purposes			
A	Compose opinion pieces about topics.	Write opinion pieces introducing the topic, opinions, and reasons, and provide some sense of closure.	Write opinion pieces using linking words to connect opinion and reasons, and provide a concluding statement or section.
B	Compose informative pieces about topics.	Write informative/explanatory introducing the topic, facts, and points, and provide some sense of closure.	Write informative/explanatory texts in introducing a topic, use facts and definitions to develop points, and provide a concluding statement or section.
C	Compose a narrative of an event, including sequence and reaction to what happened.	Write narratives that recount an event or sequence of events, some level of detail, event order, and provide some sense of closure.	Write narratives that recount an event or sequence of events, details, event order, and closure.

LW. Literacy: Writing

	Grade 3:	Grade 4:	Grade 5:
LW.1. Text Types and Purposes			
A	Write opinion pieces to support a point of view with valid reasoning.	Write opinion pieces to support a point of view with valid reasoning.	Write opinion pieces to support a point of view with valid reasoning.
B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
C	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Kindergarten:	Grade 1:	Grade 2:
LW.2.	Production and Distribution of Writing		
A			
B	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.
C	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

	Grade 3:	Grade 4:	Grade 5:
LW.2.	Production and Distribution of Writing		
A	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
B	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
C	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.	With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

	Kindergarten:	Grade 1:	Grade 2:
LW.3.	Research to Build and Present Knowledge		
A	With guidance and support from adults, participate in shared research and writing projects.	Participate in shared research and writing projects.	Participate in shared research and writing projects.
B	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.
C			

	Grade 3:	Grade 4:	Grade 5:
LW.3.	Research to Build and Present Knowledge		
A	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
B	Recall information from experiences or gather information from a variety of sources.	Recall information from experiences or gather information from a variety of sources, take brief notes on sources, and sort evidence in to provided categories.	Recall information from experiences or gather information from a variety of sources, summarize information in notes and finished work, and provide a list of sources.
C		Draw evidence from sources to support analysis, reflection, and research.	Draw evidence from sources to support analysis, reflection, and research.

	Kindergarten:	Grade 1:	Grade 2:
LW.4.	Range of Writing		
A			

	Grade 3:	Grade 4:	Grade 5:
LW.4.	Range of Writing		
A	Write over short and extended time frames for tasks, purposes, and audiences.	Write over short and extended time frames for tasks, purposes, and audiences.	Write over short and extended time frames for tasks, purposes, and audiences.

	Kindergarten:	Grade 1:	Grade 2:
LW.5.	Language Development		
A	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing.
B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
C		Develop knowledge of language and its conventions when writing.	Use knowledge of language and its conventions when writing.
D	With guidance and support from adults, explore word relationships and word meanings.	With guidance and support from adults, explore word relationships and word meanings.	Demonstrate understanding of word relationships and word meanings.
E	Use acquired words and phrases.	Use acquired words and phrases, including conjunctions that signal simple relationships.	Use acquired words and phrases, including adjectives and adverbs.

	Grade 3:	Grade 4:	Grade 5:
LW.5.	Language Development		
A	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing.
B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
C	Use knowledge of language and its conventions when writing in print, cursive, and typed.	Use knowledge of language and its conventions when writing in print, cursive, and typed.	Use knowledge of language and its conventions when writing.
D	Demonstrate understanding of word relationships and word meanings.	Demonstrate understanding of figurative language, word relationships, and word meanings.	Demonstrate understanding of figurative language, word relationships, and word meanings.
E	Use acquired words and phrases, including those that signal spatial and temporal relationships.	Acquire and use general academic and domain-specific words and phrases.	Acquire and use general academic and domain-specific words and phrases.

LS. Literacy: Speaking and Listening

	Kindergarten:	Grade 1:	Grade 2:
LS.1. Comprehension and Collaboration			
A	Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.
B	Confirm understanding of a text read aloud or information presented in other media.	Ask and answer questions about key details of a text read aloud or information presented in other media.	Ask and answer questions about key details of a text read aloud or information presented in diverse media or formats.
C	Ask and answer questions to seek help or understand what the speaker is saying.	Ask and answer questions to get information or understand what the speaker is saying.	Ask and answer questions to understand the speakers' main points.

LS. Literacy: Speaking and Listening

	Grade 3:	Grade 4:	Grade 5:
LS.1. Comprehension and Collaboration			
A	Engage in a range of collaborative discussions on topics and texts, building on others' ideas and expressing their own clearly.	Engage in a range of collaborative discussions on topics and texts, building on others' ideas and expressing their own clearly.	Engage in a range of collaborative discussions on topics and texts, building on others' ideas and expressing their own clearly.
B	Determine the main ideas of a text read aloud or information presented in diverse media or formats.	Paraphrase portions of a text read aloud or information presented in diverse media or formats.	Summarize a written text read aloud or information presented in diverse media or formats.
C	Ask and answer questions to clarify comprehension, gather additional information, or deepen understanding.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize and explain the reasons and evidence a speaker provides to support particular points.

	Kindergarten:	Grade 1:	Grade 2:
LS.2.	Presentation of Knowledge and Ideas		
A	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and details, speaking audibly in coherent sentences.
B	Add drawings or other visual displays to provide additional detail.	Add drawings or other visual displays to clarify ideas, thoughts, and feelings.	Create audio recordings, drawings, or other visual displays to clarify ideas, thoughts, and feelings.
C	Speak audibly and express thoughts, feelings, and ideas clearly.	Speak in complete sentences to task and situation.	Speak in complete sentences to task and situation in order to provide requested detail or clarification.

	Grade 3:	Grade 4:	Grade 5:
LS.2.	Presentation of Knowledge and Ideas		
A	Report on a topic or text, tell a story, or recount an experience with appropriate facts and details, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner.	Report on a topic or text or present an opinion in an organized manner.
B	Create audio recordings, drawings, or other visual displays to emphasize or enhance details or points.	Create audio recordings, drawings, or other visual displays to emphasize or enhance the development of main ideas or themes.	Include various multimedia components and visual displays to emphasize or enhance the development of main ideas or themes.
C	Speak in complete sentences to task and situation in order to provide requested detail or clarification.	Distinguish between formal and informal conversation when speaking.	Adapt speech to a variety of contexts and tasks, distinguishing between formal and informal conversation when speaking.

	Kindergarten:	Grade 1:	Grade 2:
LS.3.	Language Development		
A	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
B		Develop knowledge of language when listening and its conventions when speaking.	Use knowledge of language and its conventions when speaking or listening.
C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
D	With guidance and support from adults, explore word relationships and word meanings.	With guidance and support from adults, explore word relationships and word meanings.	Demonstrate understanding of word relationships and nuances and word meanings.
E	Use acquired words and phrases.	Use acquired words and phrases, including conjunctions that signal simple relationships.	Use acquired words and phrases, including adjectives and adverbs.

	Grade 3:	Grade 4:	Grade 5:
LS.3.	Language Development		
A	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
B	Use knowledge of language and its conventions when speaking or listening.	Use knowledge of language and its conventions when speaking or listening.	Use knowledge of language and its conventions when speaking or listening.
C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
D	Demonstrate understanding of word relationships and nuances and word meanings.	Demonstrate understanding of figurative language, word relationships, and word meanings.	Demonstrate understanding of figurative language, word relationships, and word meanings.
E	Use acquired words and phrases, including those that signal spatial and temporal relationships.	Acquire and use general academic and domain-specific words and phrases.	Acquire and use general academic and domain-specific words and phrases.

Literacy Standards - Grades 6-8

LR. Literacy: Reading

LR.1. Key Ideas and Details

LR.2. Craft and Structure

LR.3. Integration of Knowledge and Ideas

LR.4. Range of Reading and Level of Text Complexity

LW. Literacy: Writing

LW.1. Text Types and Purposes

LW.2. Production and Distribution of Writing

LW.3. Research to Build and Present Knowledge

LW.4. Range of Writing

LS. Literacy: Speaking and Listening

LS.1. Comprehension and Collaboration

LS.2. Presentation of Knowledge and Ideas

LR. Literacy: Reading

Grades 6-8:	
LR.1. Key Ideas and Details	
A	Understand words and phrases in a text, including technical, inferred, and figurative meaning.
B	Make inferences within text while citing evidence.
C	Determine central ideas and analyze development; summarize key ideas and details.
D	Describe how a plot unfolds in a series of episodes as well as how the characters or themes develop.
LR.2. Craft and Structure	
A	Read and comprehend complex literary and informational texts proficiently.
B	Analyze structure of text and how sentences and paragraphs relate to each other.
C	Analyze how and why individuals, events, or ideas develop and interact throughout a text.
D	Assess how point of view or purpose shapes the content and style of a text.
LR.3. Integration of Knowledge and Ideas	
A	Integrate and evaluate content presented in diverse formats or media.
B	Evaluate argument in a text with validity of reasoning and relevance of evidence.
C	Analyze multiple texts, comparing themes or topics to build knowledge.
LR.4. Range of Reading and Level of Text Complexity	
A	Read and comprehend literature at appropriate grade level independently and proficiently.

LW. Literacy: Writing

Grades 6-8:	
LW.1. Text Types and Purposes	
A	Write arguments to support claims using valid reasoning and relevant evidence.
B	Write informative and/or explanatory texts to examine and convey complex ideas and information.
C	Write narratives to develop events using a variety of techniques, details, and sequences.
LW.2. Production and Distribution of Writing	
A	Produce clear and organized writing that is appropriate to task, purpose, and audience.
B	Develop and strengthen writing by planning, revising, editing, and re-writing.
C	Use technology to produce and publish writing with the intent of interaction and collaboration with others.
LW.3. Research to Build and Present Knowledge	
A	Conduct research projects demonstrating understanding of subject.
B	Gather relevant, credible, and accurate information with ethical integration.
C	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LW.4. Range of Writing	
A	Write over extended time frames for tasks, purposes, and audiences.

LS. Literacy: Speaking and Listening

Grades 6-8:	
LS.1. Comprehension and Collaboration	
A	Engage effectively in a range of collaborative discussions on appropriate grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
B	Interpret, analyze, and evaluate information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
C	Delineate a speaker's argument and specific claims, distinguishing and evaluating claims that are supported by reasons and evidence from claims that are not.
LS.2. Presentation of Knowledge and Ideas	
A	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
B	Include multimedia components and visual displays in presentations to clarify information.
C	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.