

AGENDA

Full Education Oversight Committee Meeting

Monday, December 12, 2022

Blatt Building, Room 433

1:00 P.M.

- I. Welcome..... Neil Robinson
- II. Approval of Full Committee Minutes, October 10, 2022 Neil Robinson
- III. Subcommittee Reports:
Academic Standards & Assessments and
Public Awareness Joint Meeting Dr. Patti Tate
 - Discussion Items:
ExpectMoreSC Website Launch
2021-22 Report Card Release
 - Action Items:
Scoring of New Accountability Metrics
ELA Standards Approval
- EIA & Improvement Mechanisms Subcommittee Dr. Bob Couch
 - Action Item:
EIA Budget Recommendations for Approval
- IV. Presentation:
Report on South Carolina's Landscape of
Alternative Methods of Instruction Dr. Lee D'Andrea
- V. Executive Session Full Committee
- VI. Executive Director Update Matthew Ferguson
- VII. Adjournment

Neil C. Robinson, Jr.

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Scott Turner

Ellen Weaver

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Full Committee Meeting

Minutes of the Meeting

October 10, 2022

Members Present (in-person or remote): Dr. Russell Booker; Sen. Ross Turner; Dr. Bob Couch; Barbara Hairfield; Dr. Patti Tate; Dr. Brian Newsome; Rep. Terry Alexander; Dr. Bob Couch; Ellen Weaver; Sen. Kevin Johnson; Rep. Neal Collins (remote); and Scott Turner (remote)

EOC Staff Present: Matthew Ferguson; Dana Yow; Dr. Matt Lavery; Dr. Jenny May; Hope Johnson-Jones; Dr. Rainey Knight; Gabrielle Fulton; and Amber Adgerson

Guest(s) Present: Zachary Levine, TeachSC; Katie Crews, TeachSC; Melissa Stowasser, Tanisha Seraphin, Ellen Kaufman, Ashley Creson

Ms. Hairfield (serving in her capacity as Vice Chair due to Mr. Robinson's absence) called the meeting to order and welcomed members. Rep. Alexander called a motion to approve the meeting minutes from the August 7-8 EOC Retreat. Dr. Newsome seconded the motion, and the minutes were unanimously approved. Next, Ms. Hairfield introduced Mr. Levine and Ms. Crews from TeachSC.

Mr. Levine thanked EOC members and Mr. Ferguson for having TeachSC before presenting an introduction to TeachSC. TeachSC is a nonprofit built on public/private partnerships, initiated through collaboration between the South Carolina Department of Education and TEACH, the coinciding national nonprofit. TeachSC's partners include Education Preparation Programs (EPPs), Local Education Agencies (LEAs), and various other stakeholder groups, such as community organizations and business partners. TEACH was formed in 2015 as an independent, national nonprofit. Currently, TEACH is being implemented in six states: Colorado, Texas, Missouri, North Carolina, Connecticut, and South Carolina. TEACH's model focuses on increasing the number of new teachers at the lowest cost.

TeachSC launched this year, in the spring. Because the program is new to South Carolina, limited data is available on TeachSC's impact in the state. However, in SY21-22, 3,397 applicants applied through TEACH programs in the five other states. Currently, TeachSC is working to lay foundations in South Carolina. Currently, 25 EPP profiles exist on their [website](#), alongside 30 informational pages, three videos, and nine guides addressing key barriers for potential teachers. TeachSC also features a financial aid explorer and two recruitment toolkits for LEAs to use in reaching current non-certified

teachers. TeachSC has 30 EPP partners to date, 32 LEAs, and other partners such as CERRA and Call Me Mister. TeachSC also uses promotional campaigns and digital ads as a key part of their strategy.

TEACH's model consists of three key phases: 1) Inspire and Identify- in this phase, TeachSC works to elevate public perceptions of teaching and generate leads and contact information for potential teacher recruits; 2) Cultivate- this phase may last many months or years, in which time TeachSC addresses key perceptions that serve as barriers to entry; 3) Support- here, TeachSC addresses four common barriers for entry into EPPs.

During the "Inspire and Identify" phase, TeachSC emphasizes use of promotional campaigns, marketing, and digital media to reach key target demographics. During the "Cultivate" phase, TeachSC makes use of inspirational multimedia, with an emphasis on storytelling, connecting prospects with SC educators, and try-out experiences for potential teachers to experience a classroom without the full commitment of an EPP program. During the "Support" phase, TeachSC helps these prospects see actual barriers to entry, such as affordability and application difficulties. TeachSC here makes use of its financial aid explorer, one-on-one counseling, and fee-reimbursement systems to ensure prospective teachers are able to finish the formal steps after deciding on an EPP program.

Mr. Levine shared several examples of promotional materials and social media posts. TeachSC's ultimate goal is to create a "one stop shop for support" for incoming teachers. TeachSC shares these materials with local partners so that they can be customized, localized, and shared to their communities. Mr. Levine opened the floor to questions.

Ms. Hairfield asked if individuals receive TeachSC's resources through higher education or if they are able to visit the website directly. Mr. Levine confirmed that individuals can visit the website directly. Ms. Hairfield asked how it is funded by SC. Mr. Levine stated that they are funded through ARP funds. Ms. Hairfield asked for the number of alternative route teachers. Ms. Crews stated that they are still collecting data for South Carolina, but mentioned that the TeachSC asks individuals about this information in order to provide filtered content. Ms. Hairfield stated that in Charleston, about 500 new teachers are hired a year and that about 47% are alternative route teachers. Mr. Ferguson stated that in his capacity as a former Human Resources representative for a school district, potential teachers would highlight their interest in teaching, but confusion on what route to take to get there. Ms. Crews stated that a benefit of TeachSC is that it takes the burden off LEAs to take on that role and allows them to refocus their efforts into other recruitment areas, such as "grow your own" programs.

Ms. Hairfield stated that keeping new teachers is often the most difficult thing as it can be lonely once you exit the EPP and enter the classroom. Support is critical in the first three to five years. Ms. Crews noted that teachers want more individuals to join the profession and that that itself serves as an essential retention tool. Ms. Hairfield stated that she is

happy to see TeachSC's emphasis on test preparation as many potential teachers are lost due to difficulty passing Praxis. Ms. Crews stated that TeachSC has partnered with study.com to provide teacher preparation resources to potential teachers. Ms. Hairfield noted legislation proposed last year that would allow for traditional teachers to have a provisional certification prior and that it would be good for alternative certification teachers to be on that same track.

Mr. Ferguson highlighted that all teacher candidates get a free subscription to study.com through CERRA's partnership. Rep. Alexander noted that there is consideration of legislation to lower Praxis standards, as individuals who don't pass by one point may be a lost teacher opportunity. Ms. Hairfield noted that this particularly impacts teachers of color, who are already in need. Ms. Crews noted her agreement with Ms. Hairfield. Rep. Alexander asked how TeachSC is funded. Ms. Crews highlighted that it is funded through ESSER funds. Sen. Loftis stated that Ms. Crews and Mr. Levine have provided a good overview of TeachSC and asked how many prospective teachers are being recruited while in K12. Ms. Crews stated that TeachSC is still in the data collection process, but that TeachSC does target these students while attempting to reach all individuals who may be interested.

Sen. Loftis stated that students may change their decision to become a teacher based on their experiences in K12. Sen. Loftis asked where TeachSC finds potentially interested teachers. Ms. Crews stated that they can come from LEAs, Teacher Cadet programs, etc. Sen. Loftis stated that there should be data to show success and asked if job satisfaction is taken into account when appealing to potential teachers. Ms. Crews stated that it is taken into account, and that inspiration appeals to the key aspects of teaching aside from just salary. Sen. Loftis stated that teaching has an appeal in that teachers are able to help others. Ms. Crews noted TeachSC's creation of "nomination cards" for teachers to give to their students. TeachSC is successful only due to its EPP partnerships and the collective effort put into recruitment, which provides a much more personalized experience that connects with the potential teacher.

Sen. Loftis stated that the best person to draw someone into the profession is someone who is already in the classroom. Dr. Booker stated his interest in the public/private partnerships that make TeachSC and asked which private partnerships should be particularly focused on. Mr. Levine said businesses can provide sponsorship and that the nonprofit sector provides many important allies. Community organizations are a central part of community outreach.

With no further questions, Ms. Hairfield introduced Melissa Stowasser from the Charleston Regional Youth Apprenticeships at Trident Technical College (CRYA). Ms. Stowasser introduced her colleagues, Ms. Tanisha Seraphin, Ms. Ellen Kaufman, and Ms. Ashley Creson. Ms. Stowasser provided background information on the program,

which makes use of partnerships across the region to provide apprenticeships to students. CRYA seeks to fill critical workforce needs and provide mentors to the next generation of talent. CRYA has many partners, including LEAs, the Charleston Metro Chamber of Commerce, and the numerous companies essential to the apprenticeship program. One of the key benefits for apprentices is the ability to experience a potential career while being paid on the job and without taking on education debt. Trident delivers career and technical training to apprentices, serving as the intermediary between apprentices and companies and providing support to each.

Next, Ms. Seraphin highlighted three key aspects of CRYA's model: its ability to provide job-related education (JRE), on-the-job training (OJT), and a scalable wage to apprentices. Typically, the program operates on a two-year timeframe, though it may be accelerated or extended according to student needs. At completion, students receive a high school diploma, certificate from Trident, 30 credit hours (approximately half of those needed for an Associates degree), credit from the US Department of Labor, and two years' experience that they are able to list on their resume.

Ms. Kaufman provided personal stories of several apprentices, highlighting their successes in numerous realms. Ms. Kaufman emphasized the individual care given to each apprentice, highlighting her personal relationship with each apprentice both during and after the program. CRYA has grown significantly, in 2014-15, CRYA consisted of only one pathway – industrial mechanics – and six companies hiring thirteen apprentices. Now, in SY21-22, CRYA consists of 18 paths in nine different sectors, with over 180 partnering companies and 116 current apprentices. CRYA's sectors are: HVAC, manufacturing, IT, automotive services, engineering services, business, health, hospitality & culinary arts, transportation & logistics, and law enforcement. Ms. Kaufman provided more stories from apprentices and highlighted that if an apprentice leaves, they owe nothing. Additionally, some school districts have now begun to hire youth apprenticeships.

Ms. Creson highlighted SY22-23's current CRYA active pathways (defined as pathways in which an employer is willing and able to hire a youth apprenticeship). CRYA begins accepting applications in February. To date, CRYA has had 535 youth apprentices, 45% of which are students of color and 63% of which are male.

Ms. Hairfield thanked Ms. Creson, Ms. Kaufman, Ms. Seraphin, and Ms. Stowasser and opened the floor to questions. Dr. Couch asked if recruitment took place in high schools or career centers. Ms. Stowasser stated that recruitment takes place in both and now it is even taking place beginning at the middle school level. Dr. Couch if there were clearly defined pathways with dual credit. Ms. Stowasser emphasized that the program is aligned with standards, so that if a student takes a culinary class somewhere, for example, they

can get credit for it in the program. This puts all students on equal footing- they can start with the school or with CRYA.

Rep. Alexander asked if the apprenticeships are all two-year programs. Ms. Stowasser said that CRYA is designed as a two-year program, with students starting Junior year and finishing by graduation. However, this can be accelerated or extended based on a student's individual needs. Rep. Alexander asked about an existing program where teachers go to these industries and asked if that was CRYA's work. Ms. Stowasser stated that CRYA received a Department of Defense grant where teachers went through their STEM program so that they were able to teach it and received a stipend to do so. Currently, CRYA is looking at possible collaborations with four-year institutions.

Ms. Weaver thanked CRYA and noted that a teacher preparation program in Tennessee has repurposed Department of Labor dollars. Ms. Stowasser noted that Ms. Seraphin, Ms. Kaufman, and herself are all state employees, but that Ms. Creson is not. Her position is funded by Boeing, who gave funds to help CRYA as part of their collaboration with the program. Sen. Loftis asked who began CRYA, was it based in K12 schools or at the technical college level? Ms. Stowasser stated that it began on the business end, with a small company approaching them for talent, then going on to collaborate with K12 schools. Sen. Loftis noted that apprenticeship programs are growing nationally and asked the difference between apprenticeship programs and internship programs. Ms. Stowasser noted that CRYA is a recognized apprenticeship program in which students receive a national certificate and college credits. Sen. Loftis asked if employers report back to CRYA on performance progress. Ms. Stowasser said yes, CRYA has created an app that allows both the program and the business to track student performance on the job, which they are distributing freely to other programs nationally.

Sen. Loftis asked what additional costs may be that aren't associated with employers' wages. Ms. Stowasser noted the price of tuition, books, equipment, etc. all of which are not covered by the employer. CRYA does not ask employers to cover tuition so that all employers have an equal opportunity to nurture future employees. Sen. Loftis asked if employer costs were uniform across all companies, which Ms. Stowasser confirmed, emphasizing that all sizes of companies are able to participate and that some larger companies help to fill gaps. Ms. Hairfield thanked Ms. Stowasser and introduced Mr. Ferguson for a presentation on school accountability.

Mr. Ferguson presented the 2022 assessment results and noted that the School Report Cards are due to be released by the beginning of next week. On SC Ready, 53% of students either met or exceeded grade level proficiency in ELA. South Carolina has now recovered to pre-pandemic levels in ELA in addition to closing the "Does Not Meet" Gap. However, we are still a long way from achieving proficiency for every child. Before COVID, 6 out of 10 students were not meeting ELA standards. Rep. Collins asked about the

definition of pupils in poverty. Mr. Ferguson noted that they are defined as students who are transient, a runaway, in foster care, homeless, or have been Medicaid-eligible or qualified for SNAP or TANF services within the last three years.

Mr. Ferguson stated the real need to focus on math instruction as a state. He noted that he is often asked about the difference in performance between ELA and math. While this can't be answered definitively, this may have to do with the emphasis often placed on ELA, which enabled students to succeed outside of the classroom, as opposed to math. Mr. Ferguson noted the question posed earlier regarding Praxis pass rates, emphasizing that a partial answer to this might be that students are not being adequately prepared in K12.

Sen. Loftis asked if the lack of broadband access could contribute to performance decreases in lower income students. Mr. Ferguson stated that this may have played a part, but last year students were in the school building, so may not have relied on this access as much as during the pandemic. Dr. Booker noted that on the math side, he has often found that parents are less equipped to help students in math as opposed to ELA. Rep. Alexander noted that while we are almost where we were before the pandemic, this is not back to where we should be by the current year. Mr. Ferguson agreed and stated that the pandemic's impacts affected outcomes based on subgroup. Mr. Ferguson highlighted the need for quality teacher placement, posing the following question: Do all students have access to high quality teachers and materials?

Mr. Ferguson then presented the Executive Director update. Mr. Ferguson noted again that the Report Card will be released in the coming week. Additionally, the EIA subcommittee will meet on Monday, October 17th. If members have questions in advance, they are welcome to send them to Mr. Ferguson. For the education data dashboard, the EOC is currently in the RFI stage. Mr. Ferguson also welcomed a new EOC staff member, Gabrielle Fulton, who will serve as the EOC's Data Visualization Specialist.

Rep. Alexander thanked Mr. Ferguson for the materials provided at the retreat. With no further comments or questions, the meeting adjourned at 2:53 pm.



Goal:

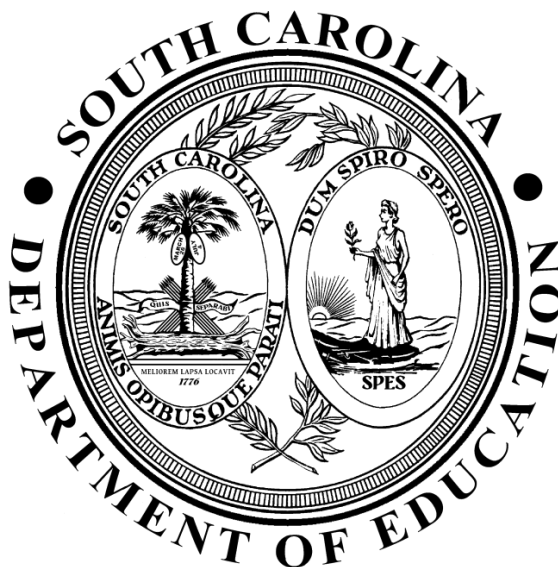
To provide one web-based experience for parents, families, and other individuals who want to help SC students and schools.

Guiding Principles:

1. Provide clear guidance to stakeholders about:
 - The status of SC schools and student achievement
 - Ways to help students and schools, tailored to their perspective (families, business leaders, and communities)
 - Grade-level standards and relevant resources
 - The need for high expectations for ALL students
2. Consolidate all existing resources relevant to stakeholders from existing websites
 - Family friendly guides to the standards in four main subject areas for grades K-12 (provided in English and Spanish)
 - Grade-level resources in multiple subjects and across multiple grades
 - Videos relating to digital learning and early childhood learning
 - Family friendly guides to the SC report card and a way to get to the Report Card site
 - Report summaries featuring relevant information for stakeholders
3. Site should provide the following:
 - News releases and blog posts
 - Provide context for the site's resources and empower stakeholders to participate in discussions around education and take action on behalf of students and schools
4. Site should provide the following:
 - Navigation tools such as breadcrumbs and global navigation
 - Tools for non-English speaking families
 - A pleasant online experience in multiple modalities (mobile devices, different browsers) while adhering to ADA accessibility rules
 - The ability for EOC staff to edit and update content as needed
5. Avoid jargon and acronyms
6. Provide context for the site's resources and empower stakeholders to participate in discussions around education

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION



**South Carolina College- and Career-Ready
English Language Arts Standards**

Pursuant to the South Carolina Educational Accountability Act of 1998
(S.C. Code Ann. § 59- 18- 110)

Submitted for approval October 2022
Approved 2023

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Acknowledgments

The South Carolina Department of Education would like to express gratitude to all who participated in reviewing and writing the *South Carolina College- and Career-Ready English Language Arts Standards*. For a list of names of writing committee participants, see Appendix C.

English Language Arts Standards Review Panel 2020

The review panel recommended revisions to the *2015 South Carolina College- and Career-Ready English Language Arts Standards*.

Standards Writing Committee 2021

The members of the 2021 writing committee considered recommendations by the review panel and worked to develop the first draft of revised standards.

Standards Writing Committee 2022

The members of the 2022 writing committee considered the review panel and Education Oversight Committee's recommendations as well as the first draft submitted by the 2021 committee and finalized the work.

Advisory Team 2022

The advisory team provided support and recommendations to the 2022 writing committee.

Office of Assessment and Standards Leadership Team and Education Associates

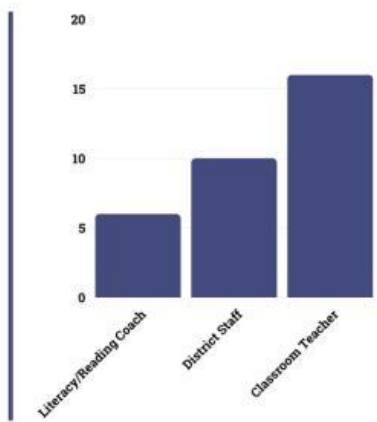
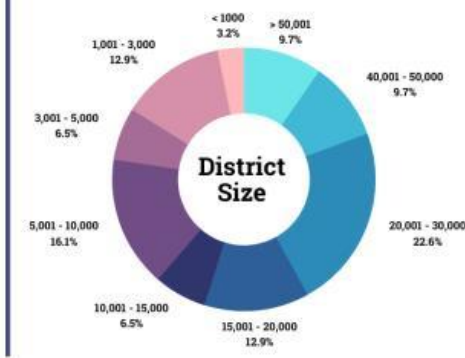
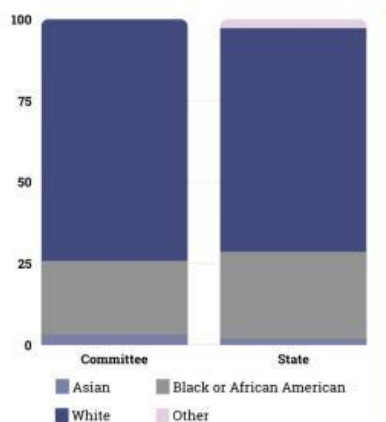
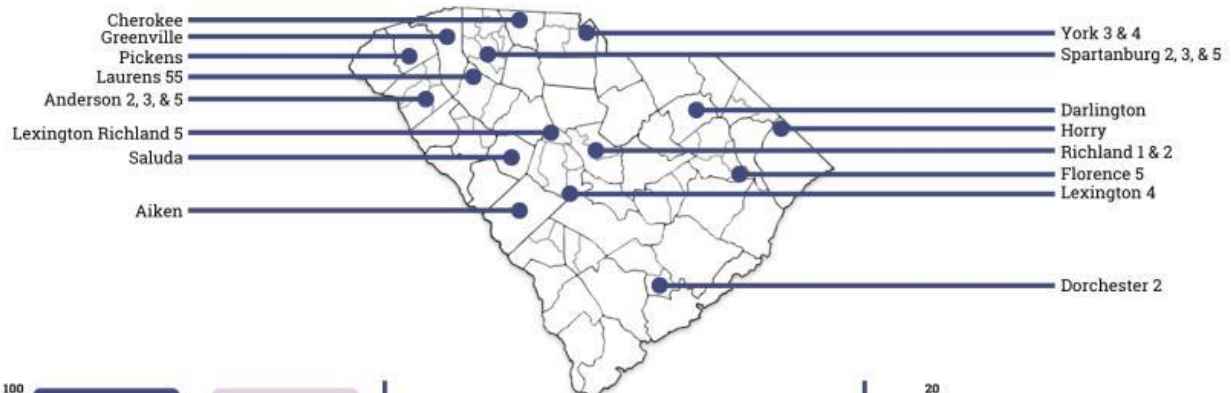
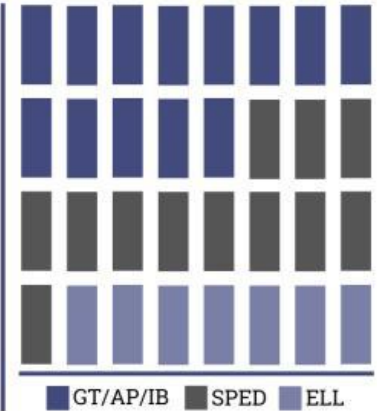
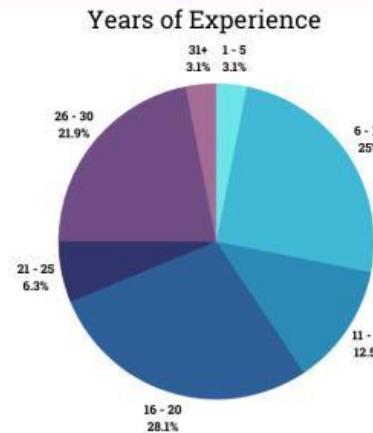
Staff within the Office of Assessment and Standards worked alongside the review panel and writing committees in support of the work.

The infographic below illustrates a visual representation of the 2022 ELA Standards Writing Committee. Data includes demographic information such as race, gender, and location, as well as years of experience and professional expertise.

2022 ELA Standards Writing Committee Participants



Selected participants were representative of the demographic characteristics of South Carolina in terms of gender, race and ethnicity, and region (education districts) as well as a range of years of experience and a variety of areas of expertise.



South Carolina's Standards Revision Process

According to the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18- 110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. The SC CCR ELA Standards were written in accordance with the cyclical review process as set by the South Carolina Department of Education and the Education Oversight Committee. The writing team was carefully selected from a pool of interested applicants and includes South Carolina classroom teachers, instructional coaches, district leaders, and educators who specialize in working with multilingual learners, gifted learners, students with Individualized Education Plan (IEP)s, career and technology education, and assessment. The team of writers is representative of our state and every effort was made to ensure districts of varying sizes and regions were represented.

The purpose of the standards revision process was to design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college, career, and community. The *Profile of the South Carolina Graduate*, adopted by The State Board of Education and The Education Oversight Committee, was a touchstone during the revision of the standards. The process was designed to create English Language Arts (ELA) standards that are clear, concise, aligned, and accessible to all students and educators in the state.

South Carolina's Read to Succeed Act (ACT 284), enacted in 2014, stresses the importance of reading at every grade level and ensures that every student can read on grade level and graduate from high school with the reading and writing skills needed to be college and career ready. Among other requirements, this law created a comprehensive, systematic, state-wide approach to reading that will ensure that classroom teachers use evidence-based reading instruction in prekindergarten through grade twelve. Every effort has been made to ensure vertical alignment across grade levels to meet the requirement for a systematic approach to reading instruction and provide as much clarity as possible in the provision of instruction for the essential components of reading based on the most current evidence available.

How to Read This Document

Overall Document Organization

The standards document is divided into strands: Foundations of Literacy (F), Applications of Reading (AOR), Research (R), and Written and Oral Communications (C). Overarching Expectations (OE) is a strand of fundamental skills and processes that are expected at all levels of learning. Overarching standards are listed within each strand. Each overarching standard communicates a learning target for the students of South Carolina upon graduation from high school. Standards are vertically and progressively articulated in grade appropriate learning goal statements called indicators. The grade-level indicators convey the end-of-year learning expectations. In most cases, the indicators progress from kindergarten through the completion of English 4. Not all standards progress through all grade levels. The Foundations of Literacy standards progress from kindergarten through second grade. Handwriting, which is found in Written and Oral Communications, progresses from kindergarten through fifth grade.

Standards Presentation

Within this document, the standards and indicators are presented in two formats. The first format is a grade-level narrative that includes all the standards, indicators, and indicator insights. Each strand of standards is color coded within each grade-level section of the document to correlate with the Standards Map.

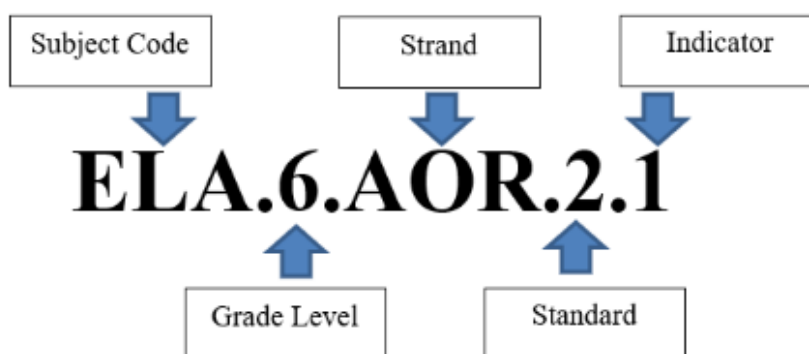
To visualize the progression of each grade-level indicator and pinpoint the introduction of new content, the indicators are also presented in vertically articulated tables (Appendix B). This presentation allows educators to quickly trace the progression of the K-E4 indicators as well as identify areas of remediation for students.

Because the Foundations of Literacy strand only progresses from K-2 in phonemic awareness, print concepts, and phonological awareness, and K-5 only progresses in fluency, the articulation of these indicators is unlike other strands. The Foundations of Literacy standards and indicators are presented in a grade-band layout to highlight students' progression on the reading process continuum in Appendix A. Although not all the Foundations of Literacy indicators are taught in K-5, educators are encouraged to move backward and forward within the indicator levels to best meet the needs of students.

Coding

The coding of the SC CCR ELA Standards is presented in a format showing the content area, grade/course level, strand code, standard number, and indicator number. A visual layout of the coding and a table including the strand codes are presented on the following page.

Coding



Strand	Code
Foundations of Literacy	F
Applications of Reading	AOR
Research	R
Written and Oral Communications	C
Overarching Expectations	OE

Key Features

Grade-Level Entrance Statements

Each grade-level of standards is introduced with an entrance statement that outlines skills and suggests general text types appropriate for students at that grade. Major instructional shifts, such as the introduction of analysis, are also referenced. The lists of suggested text types, both print and multimedia, serve as guidance for curriculum planning.

Standards and Indicators

According to the *Procedures for Cyclical Review of South Carolina Academic Standards*, “academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the newly revised South Carolina standards statements will be supported by specific instructional objective called indicators” (2016).

Each overarching standard communicates a learning target for the students of South Carolina upon graduation from high school. Standards contain vertically and progressively articulated grade-level indicators. The grade-level indicators convey end-of-year learning expectations.

Indicator Insights

The purpose of Indicator Insights is to provide deeper understanding of the language of the indicators. The language included in this section builds upon previous Indicator Insights, as applicable. Insights provide educators with clarifying information about the expectations of the

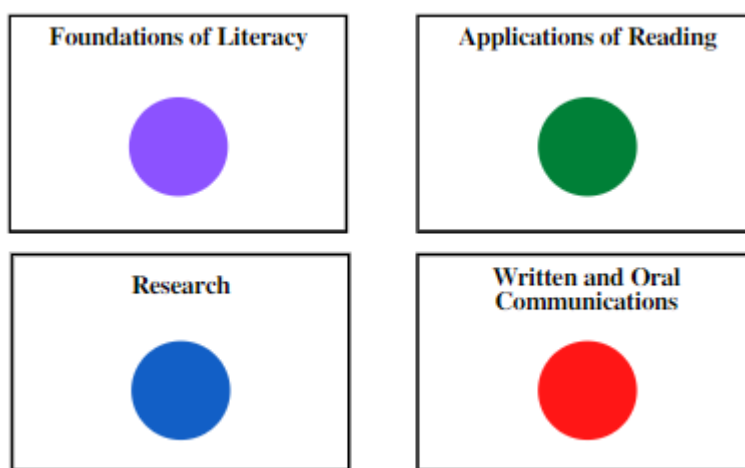
indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide educators to resources in the appendices.

Overarching Expectations

The ELA Overarching Expectations (OE) are not a strand of learning statements but an articulation of evolving learning expectations. They are the fundamental skills and processes that are interwoven into the fabric of English language arts at each grade level. The Overarching Expectations capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

Standards Color Coding

For ease of visibility, each strand is color coded. Use of color coding begins with the “Standards Map” and progresses through the appendices.



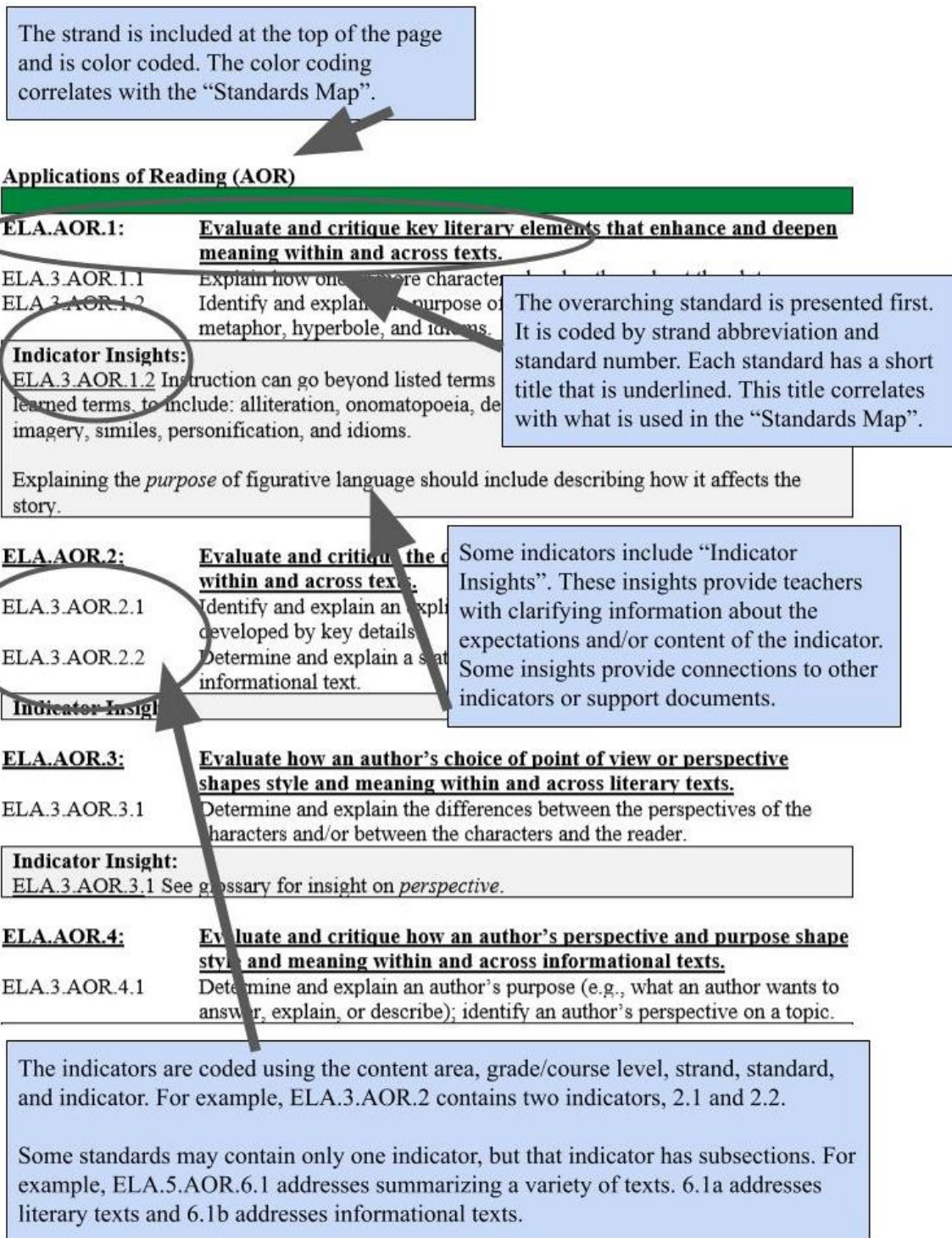
Appendices

- A: Foundations of Literacy Standards, Grade Band Articulation: This section provides the K-2 or K-5 progression of the Foundations of Literacy standards.
- B: Vertical Progression of Spiraled Standards: This section provides educators with a K-12 view of the Applications of Reading, Research, and Written and Oral Communications standards and indicators and how they progress in cognitive complexity and content from kindergarten through English 4.
- C: Acknowledgments: This section details the members involved in the development of the SC CCR ELA Standards.

Standards Map

Strand	Standard	Indicator	Grade	Code
Foundations of Literacy (F)	Phonological and Phonemic Awareness	Number of Words	K	F.1.1
		Alliteration	K-1	F.1.2
		Rhyming	K-1	F.1.3
		Count Phonemes	K-1	F.1.4
		Onsets and Rimes	K-1	F.1.5
		Identify Phonemes	K	F.1.6
		Manipulate Phonemes	K-2	F.1.7
	Print Concepts	Book Features	K-1	F.2.1
		One-to-One	K	F.2.2
		Follow Print	K	F.2.3
		Sentences	K	F.2.4
		Letters and Words	K	F.2.5
	Decoding and Encoding	Identify Letters	K	F.3.1
		Compare Letters	K	F.3.2
		Consonant Sounds	K	F.3.3
		Vowel Sounds	K-2	F.3.4
		Word Families	K	F.3.5
		Make New Words	K-2	F.3.6
		Syllables	K-2	F.3.7
		Decode and Encode	K-2	F.3.8
	Fluency	High-Frequency Words	K-2	F.4.1
		Fluency	K-5	F.4.2
		Reading Strategies	K-3	F.4.3
Applications of Reading (AOR)	Literary Elements and Figurative Language	Literary Elements	K-E4	AOR.1.1
		Figurative Language	K-E4	AOR.1.2
	Theme and Central Idea	Theme	K-E4	AOR.2.1
		Central Idea	K-E4	AOR.2.2
	POV and Perspective in Literary Texts	POV and Perspective	K-E4	AOR.3.1
	Perspective and Purpose in Informational Texts	Perspective and Purpose	K-E4	AOR.4.1
	Text Structure and Features	Literary Text Structure	K-E4	AOR.5.1
		Informational Structures and Features	K-E4	AOR.5.2
		Argument and Rhetoric	K-E4	AOR.5.3
	Summarizing and Paraphrasing	Summarizing and Paraphrasing	K-E4	AOR.6.1
	Vocabulary: Determining Meaning	Determining Meaning	K-E4	AOR.7.1
	Vocabulary: Word Meaning within Text	Word Meaning Within Text	K-E4	AOR.8.1
Research (R)	Research	Morphology	K-E4	AOR.9.1
		Print and Non-Print Forms	K-E4	AOR.10.1
		Investigating and Refining Knowledge	K-E4	R.1.1
		Credibility	2-E4	R.1.2
		Relevance	4-E4	R.1.3
Written and Oral Communications (C)	Research	Synthesis	4-E4	R.1.4
		Citation	4-E4	R.1.5
	Argumentative Writing	Argumentative Writing	K-E4	C.1.1
		Informative/Expository Writing	K-E4	C.2.1
		Narrative Writing	K-E4	C.3.1
		Grammar and Conventions	K-E4	C.4.1
		Improving Writing	K-E4	C.5.1
		Handwriting	K-5	C.6.1
		Communicating Ideas	K-E4	C.7.1
		Collaboration and Perspective	K-E4	C.8.1
		Evaluating Ideas	K-E4	C.9.1

Diagram of the Grade Level Standards Organization



Six Essential Foundations of the SC CCR ELA Standards

Informed by current, theoretical research, the standards were developed to articulate the literacy skills students should perform both individually and collaboratively, with authentic texts for real-world purposes. The SC CCR ELA Standards are based on six essential foundations:

The SC CCR ELA Standards are based on the following essential foundations:

1. Clear, Measurable, and Vertically Articulated Standards;
2. Alignment with Every Student Succeeds Act (ESSA) and the National Reading Panel;
3. Accessible for All Students;
4. Interconnected Literacy Skills;
5. Learning as a Recursive Process; and
6. Alignment to the Profile of the South Carolina Graduate.

Clear, Measurable, and Vertically Articulated

Content standards and grade-level indicators provide a framework for teaching and learning and reflect the knowledge and skills that students are expected to learn. Because the SC CCR ELA grade-level indicators vertically progress and consistently build on prior knowledge, they become more in-depth over time. Measurability is a key factor of the grade-level indicators because it provides educators with information to determine what students have learned and what students still need to learn. Clear and measurable indicators promote intentional instruction and demonstration of learning. A key factor in the measurability of standards and grade-level indicators is the use of purposeful verbs that communicate the intended expectation for student learning. Measurable learning statements demonstrate a seamless relationship between standards, locally taught curriculum, and the local and state assessments, while “creating a level playing field in which expectations are consistent” (Reeves, 2022). Content standards convey expectations for consistent formative, interim, and summative assessments of student learning. They also provide educators with a shared common understanding of the expected learning outcomes. Vertically articulated, or scaffolded, grade-level indicators guide students through carefully sequenced learning opportunities that develop foundational skills and connect prior skills and knowledge before progressing into more complex skills. Progression of depth and complexity across grade levels allow students to meet the expected level of achievement within the overarching standard at a developmentally appropriate level. For example, identifying, determining, and explaining various types of figurative language should be introduced and developed before moving to analysis and the impact of various types of figurative language on a text.

Alignment with Every Student Succeeds Act (ESSA) and the National Reading Panel

In 1997, Congress convened the National Reading Panel (NRP), a joint effort between the National Institute of Child Health and Development and the U.S. Department of Education, to conduct research on how children learn to read and determine which methods of teaching reading are most effective based on the research evidence. The panel reviewed thirty-five years of research and included members from different backgrounds, including school administrators, educators, parents, and scientists involved in reading research. Their findings, released in 2000, made it clear that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance vocabulary and comprehension. This became referred to as the “five essential components of reading instruction.” These five essential components were incorporated into the No Child Left Behind Act (2002), its re-authorization with Every Student Succeeds Act (2015), as well as the Individuals with Disabilities Education Act (2004), Read to Succeed (SC ACT 284, 2014), and the Multi-Tiered System of Supports legislation (SC ACT 213, 2018). Since the release of the NRP, the evidence supporting instruction in each of the five areas outlined by the NRP continues to accumulate.

The SC CCR ELA Standards reflect the definition of comprehensive literacy instruction by Every Student Succeeds Act (ESSA) signed into law in 2015 as part of our nation’s longstanding commitment to equal opportunity for all students. ESSA replaced No Child Left Behind (NCLB), enacted in 2002, to provide more flexibility at the state level. ESSA continues to maintain the legal definition of reading and the requirements for evidence of effectiveness as outlined by NCLB. The requirements for evidence under the ESSA are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations. As such, the SC CCR ELA Standards are aligned with four outcome domains (a group of closely related outcomes that provide information on the same underlying construct) which specify the evidence to support instruction. These four domains are the same as those utilized by What Works Clearinghouse (WWC), the website for the Institute of Education Sciences (IES) that is the statistics, research, and evaluation arm of the U.S. Department of Education whose mission is to provide evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public. The four outcome domains include:

- alphabetics (made up of phonemic awareness, phonological awareness, letter identification, print awareness/concepts of print, and phonics);
- reading fluency (defined as “the ability to read text accurately, automatically, and with expression including appropriate pausing, response to punctuation, etc. while extracting meaning from it”);
- general reading achievement (a combination of two or more of the domains), and
- comprehension.

Comprehension, however, is not a single entity, but the orchestrated product of a set of linguistic and cognitive processes operating on text and interacting with background knowledge, features of the text, and the purpose and goals of the reading situation (Castles, Rastle, & Nation, 2018). Therefore, to further expand and explain reading comprehension within the SC CCR ELA Standards, it is helpful to acknowledge the interconnectedness and recursive nature of literacy

instruction and to consider that reading comprehension refers to both process and product. The products of comprehension are indicators of what the reader knows and understands after reading is completed, whereas the processes of comprehension are those cognitive activities by which the reader arrives at those products (Rapp et al., 2007). Products of comprehension are the result of comprehension processes that can be “seen” via academic activities such as completing a unit test, answering multiple choice questions, making an outline, and providing answers to questions which are evident throughout the standards due to clear measurability within the language of the standards.

Comprehension processes are the processes or “hidden mental activities” (Anderson & Pearson, 1984; Kintsch & van Dijk, 1978) that cannot be seen and examples include monitoring one’s own comprehension, reacting if the text did not make sense, directing the pace and purpose of one’s reading, making inferences within and between sentences, constructing an organized mental structure of information, and integrating ideas in the text with each other and with one’s own views and background knowledge (Moats & Tolman, 2019). Comprehension processes rely on underlying linguistic skills of:

- background knowledge (facts, concepts, prior knowledge);
- language structures (morphology and syntax);
- vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);
- verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
- knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to right, putting spaces between words, concepts of print, text structure, etc.).

In addition, for reading comprehension to occur, proficiency with both word recognition and language comprehension must be present (Gough & Tunmer, 1986; Hoover & Gough, 1990). Word recognition includes:

- phonemic and phonological awareness (phonemes, syllables, etc.);
- phonics (alphabetic principle and letter to sound connections); and
- sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).

The two separate processes of word recognition and language comprehension are equally important and account for nearly all differences in reading comprehension performance (Gough & Tunmer, 1986; Hoover & Gough, 1990; Lervåg et al., 2018). Students need word recognition and language comprehension taught systematically and explicitly in every grade; however, the instructional emphasis on each component changes as students become proficient readers. The underlying skills for both word recognition and language comprehension can be found across all SC CCR ELA strands and the Overarching Expectations as illustrated in the table below.

Overarching Expectations	Overarching Expectations consists of cognitive processes such as inferring and predicting as well as critical thinking skills such as questioning, comparing claims, assessing credibility, and reflecting on one's process of reasoning.
Foundations of Literacy	The Foundations of Literacy strand systematically and explicitly outlines the expectations for student mastery for the domains of alphabetic and fluency with standards specific to phonological and phonemic awareness, concepts of print, decoding and encoding phonics skills (including letter identification), and fluency.
Applications of Reading	The Applications of Reading strand includes standards related to summarizing and paraphrasing text to support understanding, vocabulary, morphology, literary elements, text structure, perspective, context, and connotation.
Research	The Research Strand include the use of critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge as well as asking and answering questions related to prediction, justification, practical solutions, explaining means to a goal, observation, and construction.
Written and Oral Communications	The Written and Oral Communications strand includes three modes. The first is related to writing arguments which requires students to investigate a topic, collect and evaluate evidence, establish, and sometimes defend, a position as well as examine sources of information for credibility, validity, and bias. The second is informative and expository writing that allows students to develop critical thinking skills by necessitating investigation of an idea, evaluation of evidence, and connection of information to form new ideas and concepts. The final mode is narrative writing which includes story structure, cohesion, and point of view. The Written and Oral Communications strand also includes standards related to grammar and conventions via a matrix formatted to outline the systematic progression of skills.

In summary, the interconnectedness of literacy skills can likely be best encapsulated by the following: good spelling and phonological skills interact to promote word learning (Ehri, 2005); good vocabulary knowledge promotes text comprehension and good text comprehension promotes vocabulary expansion (Perfetti & Stafura, 2014); prior knowledge enables good text comprehension and good text comprehension promotes learning from text (Cain & Parilla, 2014).

Accessible for All Students

The Universal Design Principle (UDL) describes a framework for curriculum design, instructional processes, and assessments that provides all students with equal opportunities to learn and demonstrate what they have learned (CAST, 2013; PARCC, 2017; Ray, Aguinaga, & Bigler, 2010). Because academic standards impact all students in South Carolina, careful attention was placed on UDL during the revision of the SC CCR ELA standards.

UDL benefits all learners, as it incorporates the flexibility to meet the diverse needs of a wide range of students to ensure equity and access. While there are some situational barriers that UDL cannot address, most academic barriers, like poor writing skills, a narrow vocabulary base, or difficulty with number fluency, can be mediated by providing multiple means of engagement, representation, action, and expression.

As a layer of additional support, insights have been included to enhance interpretation of the indicators. These insights were created by committee members who specialize in instructional support.

Interconnected and Recursive Literacy Skills

Students benefit from opportunities to engage in robust literacy experiences. The SC CCR ELA Standards deliver learning targets that develop active listeners, critical readers, and informed communicators. Research confirms that “a child’s future success depends on their acquisition of literacy skills. Children must learn to read and write to achieve an education and perform jobs and life functions that require accessing and communicating information” (Miller, 2014; Harvey & Ward, 2017). The Reading Comprehension Blueprint explains, “Young children need writing to help them learn about reading, they need reading to help them learn about writing, and they need oral language to help them learn about both” (Hennessy, 2021, p. 11).

The SC CCR ELA Standards are designed to work together across the strands of Overarching Expectations, Applications of Reading, Research, and Written and Oral Communications. The grade-level indicators are designed to support one another so that while students may learn about a literary device in one grade level, they are expected to incorporate that device into their writing at the next grade level. Additionally, as students are honing argumentative writing skills, they are also analyzing speeches and speakers’ presentations.

Foundationally, the interconnectedness of reading, writing, listening, and speaking is “efficient and effective for literacy and language growth engagement and enjoyment” (Routman, 2018). Kelly Gallagher (2020) states, “Reading makes us better writers. Conversely, let us not forget that the opposite is also true; writing makes us better readers. The act of writing deepens our comprehension.” Educators should approach the standards understanding that reading and communicating through written and oral expression are not subjects to be taught in isolation, but alongside each other. Reading instruction supports the development and refinement of writing skills, and writing instruction supports the development and refinement of reading skills (Gallagher, 2015).

The SC CCR ELA Standards reveal how literacy skills are recursive within and across grade levels and courses. Recursive means recurring or repeated; therefore, critical reading and written

and oral expression are cyclical and recur throughout the instructional year. John Hattie recognizes “the significance of multiple exposures,” and acknowledges “the critical importance of techniques such as rehearsal and review” stating, “Rehearsal means going over the material until you can remember it [while] review involves going over things you have learned previously” (Killian, 2021). Hattie also stresses the benefit of giving students time to practice doing the things they have learned to do (Killian, 2021). In a recursive model, students are given multiple opportunities to explore and perform learning expectations. For example, perspective and argument are addressed in reading, writing, and oral communication standards across multiple grade levels. “Practice makes permanent,” and recursiveness promotes multiple opportunities for learning experiences delivered at different times and in different ways.

Additionally, some skills, such as acquiring and implementing vocabulary, are often repeated with the expectation that progression is in conjunction with increasingly complex texts. Educators understand that students excel when they are given multiple opportunities to master the grade level indicators at an appropriate level and with exposure to various levels of complex text. The recursive process allows for deeper learning in more cognitively complex ways with more complex texts.

As was stated previously, progression of depth and complexity across grade levels allow students to meet expected levels of achievement within the overarching standards at developmentally appropriate levels. The indicators are recursive, yet they vertically progress in depth and complexity with intentionality. Moreover, the Indicator Insights serve as another layer of instructional support as they further explain and clarify progression, recursiveness, and meaning. For example, insight for indicator ELA.1.AOR.1.2 states, “Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms” and “Explaining the *purpose* of figurative language should include describing how it affects the story.” These insights speak to progression, recursiveness, and meaning regarding figurative language.

Alignment to The Profile of the South Carolina Graduate

South Carolina students achieve readiness for college, career, and lifelong learning through the integration of various higher-order thinking and literacy skills. Those skills will be supported by standards, curriculum, instruction, local and state assessments, and by employing inquiry-based learning with texts of varying complexity, encouraging student choice, to inspire creativity, innovation, and problem-solving ability. Knowledge and skills such as these are representative of the expectations of the SC CCR ELA Standards.

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts
and math for career and college
readiness

Multiple languages, science, technology,
engineering, mathematics (STEM), arts and
social sciences



WORLD-CLASS SKILLS

Creativity and innovation
Critical thinking and
problem solving
Collaboration and teamwork
Communication, information,
media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

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Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



South Carolina Department of Education Website

Explanations of Strands

Foundations of Literacy

The Foundations of Literacy strand contains four standards:

1. Phonological and Phonemic Awareness;
2. Concepts of Print;
3. Decoding and Encoding Phonics Skills; and
4. Fluency.

The development of foundational standards and indicators was informed by an extensive review of research that supports the impact of foundational literacy skills on students' educational success. Adams (1990) and Stanovitch (1986) affirm the impact of foundational literacy skills by explaining that a student's level of phonemic awareness is considered the most effective predictor of success in learning to read. According to the What Works Clearinghouse Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd*, for students to develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills (Foorman, et al., 2016). This strand outlines the foundational reading skills, while the Overarching Expectations and Applications of Reading outline reading comprehension skills

Extensive research supports that phonemic awareness can be developed through instruction and that doing so accelerates children's subsequent reading and writing achievement significantly (Ball & Blachman, 1991; Blachman, Ball, Black, & Tangel, 1994; Bradley & Bryant, 1983; Byrne & Fielding-Barnsley, 1991, 1993, 1995; Castle, Riach, & Nicholson, 1994; Cunningham, 1990; Lundberg et al., 1988; Wallach & Wallach, 1979; Williams, 1980).

The Foundations of Literacy skills articulate a continuum of learning (see Appendix A). If students are not prepared to master grade-level indicators, educators should refer to previous grade-level skills for guidance and instructional support. Additionally, they should consider Universal Screener results to inform remediation. So much new content is introduced in these standards that there is not bolding of new content like what is seen in Appendix B. The Foundations of Literacy serve as building blocks building foundational knowledge that is required for reading skills and comprehension progression.

Foorman and Torgeson state that the “components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, as well as writing and that findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher” (2001, p. 203).

Applications of Reading

The Applications of Reading (AOR) strand is organized into ten standards and indicates the required reading skills and concepts that all students must acquire to become competent readers who think critically through a variety of text types. The AOR grade-level indicators articulate expectations for application at each stage of students' literacy development and provide opportunities for students to develop skills by practicing within various text genres, structures, and complexity levels. The AOR standards encompass literacy concepts such as literary elements, figurative language, theme, central idea, point of view, perspective, purpose, text structures and features, and rhetoric.

Vocabulary standards and indicators are also included within the AOR standards, as vocabulary development is a crucial component of literacy development, language acquisition, and comprehension. Students should demonstrate an understanding of academic vocabulary through practical application. Rather than assessing students' ability to memorize, recall, or reproduce academic vocabulary, it is more important that they demonstrate understanding through application, analysis, evaluation, and creation when appropriate. At all levels, students should have ample opportunity to write to remember, particularly during the introduction of academic vocabulary. For additional support, each grade level of indicators includes insights for supplemental clarification.

Research

The Research standard and indicators support educators in creating a classroom environment that cultivates the process of research. Students individually and collaboratively interact with content to become curious, self-regulated, and reflective learners. "Today's complex world requires that our next generation of leaders be able to raise questions" (Beers & Probst, 2017, p. 21). To experience the process of research in its entirety, students must go beyond simply extracting information and should engage with, reflect upon, and make connections to a topic or text. In other words, students should move beyond answering predetermined questions and should be expected to begin generating and answering questions that foster interpretation of a topic or text.

Students can communicate findings through multiple modes of expression, such as speeches, videos, and web pages. The research process does not necessarily require culmination in the form of a written project created over an extended period. Research is a recursive and continual process that can evolve over the course of the educational experience; therefore, educators should continually reference learning from previous grades and expectations in subsequent grades.

Citing sources is an Overarching Expectation (OE) at all grade levels. Developmental and instructional appropriateness should be considered at each level. See the Overarching Expectations Progressions for additional information.

Written and Oral Communications

The Written and Oral Communications (C) strand is organized into nine standards and articulates the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting. Expressing ideas is a recursive and interconnected process that develops behaviorally and academically over time; therefore, the Communications standards and indicators are organized together. Varied modes of communication are utilized for various audiences and purposes, including to inform, entertain, and persuade.

The writing standards address three main modes of writing: Argumentative, Informative/Expository, and Narrative. Each mode has its own unique set of structures, processes, and techniques. Writing arguments requires students to investigate a topic, collect and evaluate evidence, and establish, and sometimes defend, a position. It also requires students to examine sources of information for credibility, validity, and bias. Argumentative writing can be presented in various forms, such as speeches, presentations, paragraphs, letters, etc., exceeding the boundaries of a written essay.

Informative and expository writing requires students to provide information on a topic. It allows students to develop critical thinking skills by necessitating investigation of an idea, evaluation of evidence, and connection of information to form new ideas and concepts. Informative and expository writing answers "how" and "why" questions about a topic. Informative and expository writing can be presented in many forms, including how-to documents, research papers, annotated bibliographies, brochures, essays, multimedia formats of documentaries, infographics, etc. Students transition from a combination of informative and explanatory pieces in kindergarten through second grade to informative pieces in third grade and beyond.

Narrative writing allows students to tell a story or stories. It enables students to express their creativity and experiment with words and structure. Narrative writing can be fictional, semi-autobiographical, or historical and can be presented in prose or verse. To be successful writers of narratives, students must learn to introduce and develop characters, sequence a plot, use sensory details and figurative language, and various other literary and stylistic devices.

Improving writing includes understanding the processes of revision and editing. Revision refers to the process of reviewing the content of writing as it relates to a task, purpose, and audience. As Kelly Gallagher states in *Write Like This*, "When held side by side, the second draft must be better than the first. This does not mean that the commas need to be put in the correct place, which will occur later in the editing stage. This means that the substance of the paper-- the writing itself-- must first get better" (2011, p. 204). Editing refers to the process of reviewing writing for conventions or commonly accepted rules of written English (e.g., spelling, usage, punctuation, capitalization, sentence formation, and grammar). John Warner explains editing in his book *The Writer's Practice* as "...the shaping of the writing after the ideas are essentially in place. The bulk of the thinking is over; now it's a matter of making specific language choices to highlight those ideas" (2019, p. 28). Both revision and editing are integral to the writing process.

Grammar is the combination of syntax and morphology. The SC CCR ELA Standards offer a conventions matrix to help educators understand the progression of skills which is formatted for ease of use during instruction planning.

Handwriting is also included in the written communication standards. The Back to Basics in Education Act of 2014, S.C. Code Ann. § 59-29-15, requires each school district to provide instruction in cursive writing to ensure that students can create readable documents through legible cursive handwriting by the end of fifth grade. A standard to support and meet that law is included in this document.

Students should emulate or mirror literary and stylistic elements from mentor texts. Using mentor texts allows students to engage in thinking about the writing process through examples they can mirror, connect with, learn from, and emulate. Using mentor texts as an instructional practice invites students to recognize intentionality of choices made by authors, and to notice, compare, apply, and transfer techniques into their writing.

Along with communicating ideas and understanding through writing, students should experience opportunities to express thoughts through oral communication. The Oral Communication standards outline the unique skills students develop through effective speaking and listening with various and diverse audiences. Students must have numerous opportunities at each grade level to participate in collaborative discussions where they can practice listening and speaking skills and interact with others who may offer differing opinions and perspectives. This experience not only entails the skills of evaluating information but also organizing and communicating ideas to address a variety of audiences who may have differing views.

Although the SC CCR ELA Standards are presented in four strands, the standards and grade-level indicators are not intended to be taught in isolation. Rather, they are designed to be grouped in clusters, as determined by the educator, so students can read, write, and communicate while thinking critically and engaging with other students in an academic setting.

Text Complexity Process

What is text?

Definition: Texts can include, but are not limited to, materials such as books, magazines, newspapers, movies, paintings, television shows, songs, political cartoons, online materials, advertisements, maps, digital media, infographics, podcasts, charts, graphs, diagrams, notes, captions, lab reports, scenarios, and works of art.

Babin et al. (2018) define text as “...anything that conveys a set of meanings to the person who examines it”.

Purpose: The SC CCR ELA Standards prepare students for experiences with diverse texts in a variety of formats; accordingly, students should engage with a diversified selection of quality texts.

Text Complexity:



Text complexity is defined as the level of difficulty in reading and understanding a text. There are three components of text complexity: qualitative, quantitative, and reader and task. Each of these components is **equally important and valued**. Singularly, however, they reveal a partial and potentially misleading impression of a text. The complexity in one dimension may be higher or lower than the other, but all three must be considered to determine the overall complexity.

When planning instruction for English language arts, it is vital to select texts that provide students with opportunities to meet grade-level standards. The importance of progressing the complexity of texts and the need for educators to better understand what makes the texts challenging arose from research that showed nearly half of the students graduating high school need remediation to cope with post-secondary reading. Research also revealed that the most apparent differentiator in reading between students who are and are not college-ready is the ability to comprehend complex texts (ACT, 2006).

The **quantitative** measures are divided by grade band and address the measurable data of a text, such as sentence length, word length, and word frequency. While all text readability measures use a different formula to determine a level, we feature Flesch-Kincaid and Lexile, as they are commonly used in South Carolina, according to standards writing committee members.

Quantitative Dimension of Text Complexity (Student Achievement Partners, 2022)

Grade Band	<u>Flesch-Kincaid</u>	<u>The Lexile Framework and by Grade Level and Analyzer</u>
K-1	-1.3-2.18	BR-430
2-3	1.98-5.34	420-820
4-5	4.51-7.73	740-1010
6-8	6.51-10.34	925-1185
9-10	8.32-12.12	1050-1335
11+	10.34-14.2	1185-1385

The **qualitative** measure considers the extent to which text features related to content and meaning are used. These may include multiple meanings, figurative language, text organization, author's purpose, and vocabulary. This measure analyzes critical features of the text that computers cannot analyze, like meaning/purpose, themes and knowledge demands, language features, text structures, and the use of graphics. Judgments about these factors add additional information to the process of determining text complexity that Quantitative Measures cannot assess. Qualitatively high text complexity texts are those that are multi-layered with a rigorous depth and more complex knowledge.

The **reader and task** measure considers individual students as readers and the appropriateness of the activity with the text. Students' background knowledge must be considered when determining text complexity. Texts may appear to be quantitatively and qualitatively appropriate for a student; however, it is important to consider the developmental level of the reader and the theme of a text when determining the appropriateness of complexity. Factors relating to reader and task for consideration are complexity of content, cognitive capacity, reading skill, motivation and engagement, prior knowledge, task, and assessment. The rubric offers criteria to weigh when evaluating the appropriateness of text.

The Text Complexity Rubric

To help make decisions about the instructional use of texts, consider the following rubric regarding the three dimensions of text complexity.

1. **Quantitative:** Check the level of the text and cross-reference it with the grade level equivalency.

Low Complexity	Mid Complexity	High Complexity
Text is at the lower end or below the grade level quantitative reading measure.	Text is in the midrange of the grade level quantitative reading measure.	Text is at the high end or above the grade level quantitative reading measure.

2. **Qualitative**

Low Complexity	Mid Complexity	High Complexity
Meaning: Literal and explicitly stated meaning in text Structure: Text organization is clear, graphics are simple, but pictures support understanding Language: Language of the text is literal, uses commonly used words Theme and Knowledge Demands: Author's purpose and/or point of view is obvious and clear	Meaning: Explicit and implicit meaning in text Structure: Text organization is clear, but may contain isolated incidences of shifts in time/place, focus, or pacing, graphics enhance the understanding of the text Language: Figurative language is used to enhance what is literally stated, uses some domain specific or academic vocabulary Theme and Knowledge Demands: Author's purpose and/or point of view is readily inferred from reading	Meaning: Multiple levels of meaning in text, often with intentional ambiguity Structure: Text organization is initially ambiguous but supports reader growth, graphics are essential to understanding text Language: Figurative language is used, with multiple interpretations possible, consistently uses domain specific or academic vocabulary Theme and Knowledge Demands: Author's purpose and/or point of view is obscure and open to interpretation

3. Reader and Task

Low Complexity	Mid Complexity	High Complexity
<p>Reader</p> <ul style="list-style-type: none"> · Student has background knowledge of topic, but it may not be needed to understand the text · Theme and ideas are within student's developmental level <p>Task</p> <ul style="list-style-type: none"> · Comprehension is simple · Task exhibits low cognitive complexity level with one step (i.e., How does the character feel? What is the main idea of paragraph 2?) · Low cognitive demand required to comprehend the text 	<p>Reader</p> <ul style="list-style-type: none"> · Student may or may not have background knowledge of topic, but having it enhances the reader's understanding · Themes and ideas are within student's developmental level, although some subjects may be sensitive <p>Task</p> <ul style="list-style-type: none"> · Comprehension is dependent on use of some comprehension strategies · Task is of midlevel cognitive complexity and might involve multiple steps (i.e., How does the character change from the beginning to the end of the passage?) · Some cognitive demand required to fully comprehend the passage 	<p>Reader</p> <ul style="list-style-type: none"> · Some students may lack background knowledge of topic, but background knowledge is essential to understanding · Themes and ideas are complex for student's developmental level and understanding <p>Task</p> <ul style="list-style-type: none"> · Comprehension is dependent on student stamina, comprehension strategies, and inferential thinking · Task is of a high level of cognitive complexity, involving multiple cognitive steps (i.e., Write an explanation of how the plot impacts character development and use text evidence) · High cognitive demand is required to fully comprehend the passage.

See Text Complexity Support Document for more text complexity resources.

English Language Arts Overarching Expectations

The ELA Overarching Expectations (OE) are the fundamental skills and processes interwoven into the fabric of English language arts instruction across all grade levels. They are perpetual practices and cannot be separated from conventional classroom instruction; therefore, Overarching Expectations should not be viewed as specific standards or indicators. Instead, they should be recognized as the expectation of what students do as readers, writers, thinkers, and communicators at every level of English language arts instruction.

Code	Overarching Expectations
ELA.OE.1	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
ELA.OE.2	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
ELA.OE.3	Make inferences to support comprehension.
ELA.OE.4	Collaborate with others and use active listening skills.
ELA.OE.5	Cite evidence to explain and justify reasoning.
ELA.OE.6	Create quality work by adhering to an accepted format.

Overarching Expectations Progressions

This section provides insight into the progression of the Overarching Expectations. The progression column is intended to assist educators with additional insight as they make decisions about developmental appropriateness, student needs, and instructional expectations.

ELA Expectation	Progression
<p>ELA.OE.1 Read and write for a variety of purposes, including academic and personal, for extended periods.</p>	<p>Students at each grade level should read and write independently for a variety of purposes and for extended periods of time. When reading, students should have opportunities to select appropriate texts for specific purposes. When writing, students should have opportunities to vary modes of expression to suit both audience and task.</p> <p>See the <i>Text Complexity Support Document</i> for insight into text complexity.</p>
<p>ELA.OE.2 Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.</p>	<p>Twenty-first century students at each grade level should be presented with opportunities to engage with and produce multimedia texts to develop critical thinking skills through evaluating, drawing conclusions, and communicating new knowledge.</p> <p>Grades K-2: With guidance and support, ask and answer questions about modes of text outside of print-based text. This can include, but is not limited to, illustrations, photographs, videos, songs, and digital apps.</p> <p>Grades 3-5: Ask and answer questions about modes of text such as pictures, posters, and basic infographics. Locate and use print and digital resources with guidance and support. Create simple presentations using multimedia tools to support communication. Compare and contrast how ideas and topics are depicted in a variety of media and formats. Analyze the characteristics of a variety of multimedia texts. Create multimedia content that effectively communicates an idea using appropriate technology and media.</p> <p>Grade 6-English 4: Compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts. Analyze the impact of the selected media and formats on meaning. Evaluate multimedia texts. Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</p>

ELA Expectation	Progression
<p>ELA.OE.3 Make inferences to support comprehension.</p>	<p>Making inferences requires students to form an evidence-based opinion and reach a fact-based conclusion.</p> <p>Grades K-2: In kindergarten and first grade, with guidance and support, students should begin asking and answering who, what, when, where, why, and how questions about developmentally appropriate complex text. Making predictions before and during reading are also initial steps towards inference. In second grade, students should continue asking and answering questions using explicit details from the text and begin using multiple inferences to draw conclusions.</p> <p>Grades 3-5: In third grade, students should begin using implicit details from text and making predictions before and during reading. With instructional support, students in third grade should be able to use implicit information from the text to make basic inferences. In grades three through five, students should refer to explicit and implicit information or details within a text to make and support inferences.</p> <p>Grades 6-English 4: With developmentally appropriate complex text, students in grades six through English 4 should refer to specific, sufficient, and relevant textual evidence to support inferences and conclusions.</p>
<p>ELA.OE.4 Collaborate with others and use active listening skills.</p>	<p>Active listening requires constant practice across all grade levels.</p> <p>Grades K-2: Students should practice taking turns when speaking, responding, and actively listening when others are speaking around texts and topics.</p> <p>Grades 3-5: Students should begin having collaborative conversations about their thinking around texts and topics.</p> <p>Grade 6-English 4: Students should continue engaging in collaborative conversations that develop into academic conversations over time.</p> <p>Academic conversations include listening to the thoughts and ideas of others, building on the ideas of others, explaining, and justifying thinking about a topic, supporting claims and counterclaims, and refining thinking about a topic.</p>

ELA Expectation	Progression
<p>ELA.OE.5 Cite evidence to explain and justify reasoning.</p>	<p>Citing evidence is an important part of developing critical thinking skills because it requires students to explain how they know something and how they arrived at an answer.</p> <p>Grades K-2: With guidance and support, instruction at the kindergarten level should encourage students to include textual evidence in their oral communication that is relevant to the task, topic, and/or idea. Evidence can include, but is not limited to, simple details from a text. At this level, students are not expected to cite or name the text or source. In first grade, students are still learning how to cite relevant textual evidence in their oral communication while beginning to include textual evidence in their writing. In second grade, students should begin including the name of the text when citing evidence in their written and oral communication.</p> <p>Grades 3-5: In third grade, students should begin including the name of the author(s) and text when citing evidence. At this grade level, students should also begin using a combination of direct quotes and indirect quotes when citing evidence. In fourth and fifth grades, students should continue developing and/or refining previous skills and begin incorporating paraphrasing. Writing and speaking instruction should begin incorporating a form of citation as determined by the teacher.</p> <p>Grades 6-8: At the middle level, students should continue progressive development of previous skills and begin writing formatted citations. At this level, students should also begin integrating textual evidence with student thinking and speaking. The academic style guide used for these citations should be determined by the teacher.</p> <p>English 1-4: At the high school level, students should continue progressive development of previous skills and be introduced to and practice using multiple academic style guides, e.g., MLA and APA.</p>
<p>ELA.OE.6 Create quality work by adhering to an accepted format.</p>	<p>By providing students with expectations for success, including exemplars, anchor charts, rubrics, mentor texts, teacher modeling, and academic style guides, students can produce quality work that meets expectations.</p>

Kindergarten ELA Standards

“Once you learn to read, you will be forever free.”

Frederick Douglass

Students entering kindergarten should receive instruction characterized by a focus on explicit and systemic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Educators are expected to offer appropriate guidance and support to students at this grade level; however, by the end of the school year, students are expected to demonstrate proficiency of the grade-level indicators and work independently. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction. As students work toward the proficiency of the kindergarten indicators, some students may need additional guidance and support.

While reading in kindergarten may not yet involve students independently saying words that match what is on the page, educators should consider developmental progression as students are still learning to read. Students are asked to decode, translate a word from print to speech and encode, translate a word from speech to print.

In kindergarten, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also read a variety of informational texts in print and multimedia formats, as well as notice text features embedded within informational texts.

As kindergarten students begin developing print writing skills, they also begin to explore opinion, informative, and narrative modes of writing at developmentally appropriate levels. Kindergarten students experience early oral communication skills by learning to listen to others and by taking turns in conversations.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

Overarching Expectations (OE)

<u>ELA.K.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.K.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.K.OE.3</u>	Make inferences to support comprehension.
<u>ELA.K.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.K.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.K.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

- ELA.K.F.1.1 Count the number of words in a spoken sentence.
- ELA.K.F.1.2 Recognize alliterative spoken words.
- ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
- ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.
- ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.
- ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
- ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.

Indicator Insights:

ELA.K.F.1.6 “Say ‘cat’, delete /c/, Say ‘-at’, say ‘cat’, delete /t/, say ‘ca-’, Say ‘cat’, delete /a/, say ‘c-t’.”

ELA.K.F.1.7 Delete: “Say ‘cat’. Now say it again without the /c/.”

Add: “Say ‘at’. Now say it again and add /c/.”

Substitute: “Say ‘cat’. Now say it again and change /c/ to /b/.”

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

- ELA.K.F.2.1 Locate a book’s front cover, back cover, title page, and where to begin reading.
- ELA.K.F.2.2 Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.
- ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.
- ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
- ELA.K.F.2.5 Identify letters and words within sentences.

Indicator Insight: none

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.
- ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.
- ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.
- ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:

	<ul style="list-style-type: none"> a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); and c. in a vowel- consonant-e (VCe) syllable with prompting and support.
ELA.K.F.3.5	Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.
ELA.K.F.3.6	Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.
ELA.K.F.3.7	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
ELA.K.F.3.8	Decode and encode words using: <ul style="list-style-type: none"> a. VC; b. CV; c. CVC; d. consonant digraphs (ch, sh, th, wh); and e. combination (e.g., qu).

Indicator Insight:

ELA.K.F.3.5 This indicator includes the use of word families.

ELA.F.4:	<u>Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</u>
ELA.K.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.K.F.4.2	Read texts orally with accuracy and expression.
ELA.K.F.4.3	Read texts by: <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition.

Indicator Insights:

ELA.K.F.4.1 *High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

ELA.K.F.4.3b *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.

ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.

Indicator Insights:

ELA.K.AOR.1.1 *Characters* can be described by appearance, feelings, and actions.

Events that move the plot forward are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.

ELA.K.AOR.1.2 Instruction of texts heard or read can go beyond listed terms.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.

ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.

Indicator Insights:

ELA.K.AOR.2.1 Retelling using *story elements* will progress into *theme* in second grade.

ELA.K.AOR.2.2 Retelling using a *topic* and *supporting details* will progress into *central idea* in first grade.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.

Indicator Insight: none

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text.

Indicator Insight: none

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.

ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.

ELA.K.AOR.5.3 Identify an author's opinion about a topic in an informational text.

Indicator Insight:

ELA.K.AOR.5.2 Instruction can go beyond the terms listed in the indicator.

ELA.AOR.6:**Summarize and paraphrase text to support comprehension and understanding.**

ELA.K.AOR.6.1

Retell a text orally to enhance comprehension:

- a. include main character(s), setting, and important events for a story; and
- b. include topic and supporting details for an informational text.

Indicator Insight:

ELA.K.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7:**Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

ELA.K.AOR.7.1

Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:

- a. ask and answer questions about words and phrases to determine their meaning; and
- b. use words and phrases acquired through conversations, being read to, and responding to texts.

Indicator Insight: none

ELA.AOR.8:**Analyze word relationships and nuances in word meanings within literary and informational texts.**

ELA.K.AOR.8.1

Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:

- a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships;
- b. deepen understanding of words by relating words to their opposites; and
- c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Indicator Insight: none

ELA.AOR.9:**Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.K.AOR.9.1

Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.

Indicator Insight:

ELA.K.AOR.9.1 Use the *morpheme* of the root word to understand unfamiliar words in oral language. E.g., "He is unkind." Kind is the root word. Students use understanding of kind to understand unkind.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.K.AOR.10.1 Describe the relationship between visuals (e.g., illustrations, photographs) and the text.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u>	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
ELA.K.R.1.1	Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.
ELA.K.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.K.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.K.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.K.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

Indicator Insight:

ELA.K.R.1.1 Refer to the *Research Support Document* for support with types of questions.

Written and Oral Communications (C)

<u>ELA.C.1:</u>	<u>Write arguments to support claims with clear reasons and relevant evidence.</u>
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ELA.K.C.1.1	Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.
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Indicator Insight:

ELA.K.C.1.1 Refer to ELA.K.AOR.5.3 for insight into how and when students identify opinions.
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<u>ELA.C.2:</u>	<u>Write informative/expository texts to analyze and explain complex ideas and information.</u>
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ELA.K.C.2.1	Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.
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Indicator Insight: none

<u>ELA.C.3:</u>	<u>Write narratives to develop real or imagined experiences using effective techniques.</u>
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ELA.K.C.3.1	Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.
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Indicator Insight: none

<u>ELA.C.4:</u>	<u>Demonstrate command of standard English grammar and conventions when writing.</u>
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ELA.K.C.4.1	Form and use complete simple sentences. When writing: <ul style="list-style-type: none">a. capitalize the first word in a sentence and the pronoun I;b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks);c. identify and use periods to punctuate sentences;d. identify and use common singular and plural nouns;e. identify and use action verbs; andf. identify and use simple and declarative sentences.
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Indicator Insight:

ELA.K.C.4.1 Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.
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<u>ELA.C.5:</u>	<u>Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.</u>
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ELA.K.C.5.1	With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.
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Indicator Insight: none

<u>ELA.C.6:</u>	<u>Write independently and legibly for a variety of tasks and purposes.</u>
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ELA.K.C.6.1	Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.
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Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- b. consider the ideas of others while engaging in conversations.

Indicator Insight:

ELA.K.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

Indicator Insight: none

First Grade ELA Standards

“I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn’t be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.” Roald Dahl

In first grade, students should continue to receive instruction in recognizing grapheme-phoneme correspondences. Students are asked to decode, or translate a word from print to speech, and encode, or translate a word from speech to print. Developing reading comprehension and fluency is also a vital skill for first graders. To support students at the first-grade level, educators are expected to offer appropriate guidance and support to students as needed. By the end of first grade, however, students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Instruction in first grade provides a greater focus on finding meaning in text. Students in first grade retell stories while identifying lessons within those stories. Additionally, students glean information from pictures and illustrations that accompany a print text.

Students in first grade read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also read a variety of informational texts in print and multimedia formats and begin using text features such as captions, graphs, and glossaries to locate information.

Throughout first grade, students work toward mastery of writing in print and continue their exploration of opinion, informative, and narrative modes of writing at developmentally appropriate levels. First-grade students also continue practicing how to appropriately enter conversations and adjust the volume of their voices to fit the context of the conversation.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

Overarching Expectations (OE)

<u>ELA.1.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.1.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.1.OE.3</u>	Make inferences to support comprehension.
<u>ELA.1.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.1.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.1.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

- ELA.1.F.1.1 *There is not an indicator for first grade.*
- ELA.1.F.1.2 Produce alliterative spoken words.
- ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.
- ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.
- ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.
- ELA.1.F.1.6 *There is not an indicator for first grade.*
- ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.

Indicator Insights:

ELA.1.F.1.4 Delete: “Say ‘rainbow.’ Say it again but don’t say ‘rain.’”
Add: “Say ‘cow.’ Say it again and add ‘boy.’”

ELA.1.F.1.7 Delete: “Say ‘slap.’ Now say it again without the /s/.”
Add: “Say ‘lap.’ Now say it again and add /s/.”
Substitute: “Say ‘slap.’ Now say it again and change /sl/ to /tr/.”

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

- ELA.1.F.2.1 Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s).
- ELA.1.F.2.2 *There is not an indicator for first grade.*
- ELA.1.F.2.3 *There is not an indicator for first grade.*
- ELA.1.F.2.4 *There is not an indicator for first grade.*
- ELA.1.F.2.5 *There is not an indicator for first grade.*

Indicator Insight: none

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- ELA.1.F.3.1 *There is not an indicator for first grade.*
- ELA.1.F.3.2 *There is not an indicator for first grade.*
- ELA.1.F.3.3 *There is not an indicator for first grade.*
- ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to:
- decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position;
 - decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and

	c. decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types. *
ELA.1.F.3.5	<i>There is not an indicator for first grade.</i>
ELA.1.F.3.6	Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.
ELA.1.F.3.7	Read a two-syllable word by breaking the word into syllables.
ELA.1.F.3.8	Decode and encode words using: <ul style="list-style-type: none"> a. onset/rime*; b. consonant blends (initial and final); c. consonant digraphs (ch, sh, th, wh, ph, ck); d. trigraphs (e.g. -tch, -dge); e. combination (e.g., qu); f. VCe; g. r-controlled vowels (e.g., ar, er, ir, or, ur); h. common inflectional endings that do not change the base word (e.g., -s, -ed); i. contractions with am, is, has, and not; j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *; k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *; l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind) *; m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *; n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass) *; and o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save).

Indicator Insight:

ELA.1.F.3.4 *with prompting and support.

ELA.1.F.3.8 *with prompting and support.

ELA.F.4:	<u>Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</u>
ELA.1.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.1.F.4.2	Read texts orally with accuracy, appropriate rate, and expression.
ELA.1.F.4.3	Read texts by: <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and

- c. using context and visuals from the text to support monitoring and self-correcting.

Indicator Insights:

ELA.1.F.4.1 *High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

ELA.1.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

ELA.1.F.4.3b *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.

ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.

Indicator Insights:

ELA.1.AOR.1.1 *Main story elements* include and go beyond characters, settings, and events that move the plot forward.

Events that move the plot forward are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.

ELA.1.AOR.1.2 Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms.

Explaining the *purpose* of figurative language should include describing how it affects the story.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.

ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.

Indicator Insight:

ELA.1.AOR.2.1 Retelling using a *lesson* will progress into *theme* in second grade.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.1.AOR.3.1 Identify and explain who is telling the story at various points in the story.

Indicator Insight: none

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.1.AOR.4.1 Distinguish between information provided by illustrations or pictures and information provided by the words in a text.

Indicator Insight: none

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.1.AOR.5.1 Identify and explain the differences between texts that tell stories and texts that provide information.

ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.

ELA.1.AOR.5.3 Identify and explain the differences between facts and opinions about a topic in an informational text.

Indicator Insight:

ELA.1.AOR.5.2 Instruction can go beyond the terms listed in the indicator.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension:
- include main story elements at the beginning, middle, and end for a literary text; and
 - include a central idea and supporting details for an informational text.

Indicator Insights:

ELA.1.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.1.AOR.6.1a *Main story elements* can include characters, settings, and important events.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.1.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
- use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase;
 - use provided reference materials to build and integrate background knowledge;
 - use provided reference materials to determine the meaning of words and phrases; and
 - use words and phrases acquired through conversations, being read to, and responding to texts.

Indicator Insight:

ELA.1.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.1.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:
- ask and answer questions about words and phrases to determine their meaning;
 - sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and
 - define words by their category and simple attributes (e.g., an owl is a bird that flies).

Indicator Insight: none

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.1.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.

Indicator Insight:

ELA.1.AOR.9.1 Support for *phonic patterns* and *inflectional morphemes* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.1.AOR.10.1 Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u>	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
ELA.1.R.1.1	Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.
ELA.1.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.1.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.1.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.1.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

Indicator Insight:

ELA.1.R.1.1 Refer to the *Research Support Document* for support with types of questions.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.1.C.1.1 Write opinion pieces about a topic. When writing:
- introduce an opinion and include reasons to support the opinion;
 - include grade-appropriate transitions; and
 - provide a concluding statement or idea.

Indicator Insight:

ELA.1.C.1.1 Refer to ELA.1.AOR.5.3 for insight into how and when students identify and explain opinions.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.1.C.2.1 Write informative/explanatory pieces to name a topic and provide information about the topic. When writing:
- introduce a topic;
 - provide information with details to develop the topic; and
 - provide a concluding statement or idea.

Indicator Insight: none

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- detail events in a logical order using temporal words to signal event order (e.g., before, after);
 - include details that describe actions, thoughts, and feelings; and
 - provide a sense of ending.

Indicator Insights:

ELA.1.C.3.1 *Temporal* refers to time or occurrence.

Narratives at this grade level include a character and setting and may require instructional support.

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.1.C.4.1 Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:
- capitalize the names of people and dates (to include months and days of the week);
 - use exclamation points, question marks, or periods to punctuate;
 - use commas to separate single words in a series;
 - use a comma after the day and before the year in a date;
 - use a colon between the hour and minutes in time;

- f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions;
- g. form and use regular and frequently occurring irregular nouns; and
- h. identify and use correct subject-verb agreement in simple sentences.

Indicator Insight:

ELA.1.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**

ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.1.C.7.1 Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after).

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.1.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- b. consider the ideas of others by restating what they say during conversations.

Indicator Insight:

ELA.1.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.

Indicator Insight: none

Second Grade ELA Standards

“To learn to read is to light a fire; every syllable that is spelled out is a spark.”

Victor Hugo

By second grade, students should have mastered print concepts and phonological awareness. The foundational skills emphasized at the second-grade level are phonics and fluency. Second-grade students are asked to decode, translate a word from print to speech and encode, translate a word from speech to print. It is also vital that students continue to develop comprehension and fluency in reading.

As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, second graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Instruction in second grade provides a greater focus on finding meaning in text. Second-grade students are beginning to explain how features or elements of text contribute to meaning. Students are also asking “who, what, when, where, why, and how” questions to explain an author’s purpose in writing a text.

In second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Second-grade students also read a variety of informational texts in print and multimedia formats.

Throughout second grade, students work toward mastery of print writing and continue exploring opinion, informative, and narrative modes of writing at developmentally appropriate levels. Second-grade students continue to practice entering conversations appropriately and should continue to practice adjusting the volume of their voices to fit the context of conversations. Second graders write narratives that include temporal words and opinions that include supporting details. Also in their writing, second-grade students are learning how to develop a topic with facts and details.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

Overarching Expectations (OE)

<u>ELA.2.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.2.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.2.OE.3</u>	Make inferences to support comprehension.
<u>ELA.2.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.2.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.2.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

- ELA.2.F.1.1 *There is not an indicator for second grade.*
ELA.2.F.1.2 *There is not an indicator for second grade.*
ELA.2.F.1.3 *There is not an indicator for second grade.*
ELA.2.F.1.4 *There is not an indicator for second grade.*
ELA.2.F.1.5 *There is not an indicator for second grade.*
ELA.2.F.1.6 *There is not an indicator for second grade.*
ELA.2.F.1.7 Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.

Indicator Insight: none

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

- ELA.2.F.2.1 *There is not an indicator for second grade.*
ELA.2.F.2.2 *There is not an indicator for second grade.*
ELA.2.F.2.3 *There is not an indicator for second grade.*
ELA.2.F.2.4 *There is not an indicator for second grade.*
ELA.2.F.2.5 *There is not an indicator for second grade.*

Indicator Insight: none

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- ELA.2.F.3.1 *There is not an indicator for second grade.*
ELA.2.F.3.2 *There is not an indicator for second grade.*
ELA.2.F.3.3 *There is not an indicator for second grade.*
ELA.2.F.3.4 Identify the vowel in a printed syllable or word to:
a. decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and
b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).
ELA.2.F.3.5 *There is not an indicator for second grade.*
ELA.2.F.3.6 Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.
ELA.2.F.3.7 Read multisyllabic words by breaking the word into syllables.
ELA.2.F.3.8 Decode and encode multisyllabic words using:
a. consonant digraphs (sh, th, ch, wh, ph, ck);
b. combination (e.g., qu);
c. three-consonant blends (e.g., str-, scr-);
d. blends containing digraphs (e.g., thr-, -nch);
e. trigraphs (e.g., -tch, -dge);

- f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);
- g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);
- h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);
- i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);
- j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);
- k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words;
- l. words with vowel y in medial position, producing the short /ī/ sound for these words (e.g., fly-my; baby-happy; myth-gym);
- m. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and
- n. contractions with am, is, has, not, have, would, and will.

Indicator Insight: none

ELA.F.4: **Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.**

ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.

ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.

ELA.2.F.4.3 Read texts by:

- a. using letter-sound knowledge to segment and blend sounds together;
- b. decoding the words by analogy;
- c. recognizing chunks;
- d. generalizing phonic skills to unknown words; and
- e. using context and visuals from the text to support monitoring and self-correcting.

Indicator Insights:

ELA.2.F.4.1 *High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

ELA.2.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

ELA.2.F.4.3b *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.

ELA.2.AOR.1.2 Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.

Indicator Insights:

ELA.2.AOR.1.2 Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms.

Explaining the *purpose* of figurative language should include describing how it affects the story.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.

ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.

Indicator Insight: none

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.2.AOR.3.1 Identify different characters' perspectives in a literary text.

Indicator Insight:

ELA.2.AOR.3.1 See the glossary for insight on *perspective*.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.2.AOR.4.1 Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe.

Indicator Insight:

ELA.2.AOR.4.1 At this level, students describe an *author's purpose* by generating responses in complete sentences using non-prescribed (i.e., non-formulaic) words.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.2.AOR.5.1 Describe the basic structure of a literary text (e.g., narrative, drama, and poem).

ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.

ELA.2.AOR.5.3 Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.

Indicator Insight:

ELA.2.AOR.5.2 *Sequence* is a specific order of events or steps of a process.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.2.AOR.6.1 Retell a text to enhance comprehension:
- include main story elements in a logical sequence for a literary text; and
 - include a central idea and supporting details for an informational text.

Indicator Insights:

ELA.2.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.2.AOR.6.1a *Main story elements* can include characters, settings, and important events.

Refer to ELA.2.AOR.5.2 for more support with *sequencing*.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.2.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
- use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;
 - use reference materials to build and integrate background knowledge;
 - use glossaries and dictionaries to determine the meaning of words and phrases; and
 - use words and phrases acquired through conversations, reading, and responding to texts.

Indicator Insight:

ELA.2.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.2.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:
- ask and answer questions about words and phrases to determine their meaning; and
 - distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny).

Indicator Insight: none

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

- ELA.2.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.

Indicator Insight: none

ELA.2.AOR.9.1 Support for *phonic patterns, inflectional morphemes, and prefixes* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.2.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u>	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
ELA.2.R.1.1	Ask and answer questions about print and non-print sources to narrow or broaden thinking.
ELA.2.R.1.2	Sequence information from a provided print or non-print source.
ELA.2.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.2.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.2.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

Indicator Insights:

ELA.2.R.1.1 *Narrowing a topic* means asking exploratory questions for the purpose of focusing and refining research.

Broadening means exploring a topic for the purpose of expanding thinking.

Refer to the *Research Support Document* for research support.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.2.C.1.1 Write opinion pieces about a topic. When writing:
- introduce an opinion and include reasons with details to support the opinion;
 - use grade-appropriate transitions; and
 - provide a concluding statement.

Indicator Insight:

ELA.2.C.1.1 Refer to ELA.2.AOR.5.3 for insight into how and when students identify opinions and use reasons to support opinions.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:
- introduce a topic;
 - use facts and details to develop the topic; and
 - provide a concluding statement.

Indicator Insight: none

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- establish and describe character(s) and setting;
 - sequence events and use temporal words to signal event order (e.g., before, after); and
 - provide a sense of ending.

Indicator Insight:

ELA.2.C.3.1b *Sequence* is a specific order of events or steps of a process; *temporal* refers to time or occurrence.

Narratives at this level can describe characters (e.g., thoughts, actions, feelings) and setting (e.g., time, place, detailed description).

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:
- capitalize proper nouns (holidays, product names, and geographic names);
 - use periods to punctuate initials and titles of people;
 - use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks;

- d. use quotation marks to set off direct quotations and dialogue;
- e. use apostrophes to form possessives;
- f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating);
- g. identify and use a subject, predicate, and direct object in a sentence; and
- h. form and use compound sentences.

Indicator Insight:

ELA.2.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**

ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.2.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking:

- a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and
- b. identify and use appropriate digital tools to enhance verbal communication with support from adults.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.2.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- b. consider the ideas of others by restating what they say during conversations.

Indicator Insight:

ELA.2.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.2.C.9.1 Identify a speaker's opinion and at least one supporting reason.

Indicator Insight: none

Third Grade ELA Standards

“There are many little ways to enlarge your child’s world. Love of books is the best of all.”
Jacqueline Kennedy

In third grade, foundational reading skills are focused on fluency; however, reading comprehension becomes the primary focus. In addition to identifying elements of literary and informational texts, students in third grade are beginning to explain how those elements function within a text.

As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, third graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Instruction in third grade begins to focus on author’s craft. Third-grade students begin examining an author’s purpose in writing a text and explaining the differences between the perspectives of characters and the difference between the perspective of a character and of the reader.

Students in third grade continue to read the four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also continue to explore print in multimedia formats as well as explain how information gleaned from visuals contributes to the meaning of a text.

Throughout third grade, students compose developmentally appropriate opinion pieces, informational pieces, and narrative pieces. Within their writing, students begin structuring their thinking by grouping related ideas and using transitions to link their ideas. Third graders learn how to refine questions for research and reflect upon the ideas of others during conversations. Students practice writing short summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. Additionally, third-grade students begin to write in cursive.

* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

Overarching Expectations (OE)

<u>ELA.3.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.3.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.3.OE.3</u>	Make inferences to support comprehension.
<u>ELA.3.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.3.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.3.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

- ELA.3.F.1.1 *There is not an indicator for third grade.*
ELA.3.F.1.2 *There is not an indicator for third grade.*
ELA.3.F.1.3 *There is not an indicator for third grade.*
ELA.3.F.1.4 *There is not an indicator for third grade.*
ELA.3.F.1.5 *There is not an indicator for third grade.*
ELA.3.F.1.6 *There is not an indicator for third grade.*
ELA.3.F.1.7 *There is not an indicator for third grade.*

Indicator Insight: none

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

- ELA.3.F.2.1 *There is not an indicator for third grade.*
ELA.3.F.2.2 *There is not an indicator for third grade.*
ELA.3.F.2.3 *There is not an indicator for third grade.*
ELA.3.F.2.4 *There is not an indicator for third grade.*
ELA.3.F.2.5 *There is not an indicator for third grade.*

Indicator Insight: none

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- ELA.3.F.3.1 *There is not an indicator for third grade.*
ELA.3.F.3.2 *There is not an indicator for third grade.*
ELA.3.F.3.3 *There is not an indicator for third grade.*
ELA.3.F.3.4 *There is not an indicator for third grade.*
ELA.3.F.3.5 *There is not an indicator for third grade.*
ELA.3.F.3.6 *There is not an indicator for third grade.*
ELA.3.F.3.7 *There is not an indicator for third grade.*
ELA.3.F.3.8 *There is not an indicator for third grade.*

Indicator Insight: none

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

- ELA.3.F.4.1 *There is not an indicator for third grade.*
ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.3.F.4.3 Read texts by:
a. using letter-sound knowledge to segment and blend sounds together;
b. decoding the words by analogy;
c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word;
d. generalizing phonic skills to unknown words; and

- e. using context and visuals from the text to support monitoring and self-correcting.

Indicator Insight:

ELA.3.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

ELA.3.F.4.3 *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.

ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.

Indicator Insights:

ELA.3.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.

Explaining the *purpose* of figurative language should include describing how it affects the story.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.3.AOR.2.1 Identify and explain an explicit theme in a literary text and how it is developed by key details.

ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text.

Indicator Insight: none

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.

Indicator Insight:

ELA.3.AOR.3.1 See the glossary for insight on *perspective*.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.3.AOR.4.1 Determine and explain an author's purpose (e.g., what an author wants to answer, explain, or describe); identify an author's perspective on a topic.

Indicator Insight: none

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.3.AOR.5.1 Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.

ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.

ELA.3.AOR.5.3 Identify when an author expresses an opinion and uses evidence to support that opinion in an informational text.

Indicator Insight:

ELA.3.AOR.5.2 Instruction should include all previously learned structures to include *sequence*.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.3.AOR.6.1 Summarize a text to enhance comprehension:
- include plot, theme, and key details for a literary text; and
 - include a central idea and supporting details for an informational text.

Indicator Insight:

ELA.3.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.3.AOR.7.1 Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies:
- use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;
 - consult print and digital reference materials to build and integrate background knowledge; and
 - consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

Indicator Insight:

ELA.3.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.3.AOR.8.1 Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:
- distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps);
 - identify real-life connections between words and their use (e.g., describe people who are helpful); and
 - determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.

Indicator Insight: none

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

- ELA.3.AOR.9.1 Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content.

Indicator Insight: none

ELA.3.AOR.9.1 Support for *derivational morphemes, prefixes, suffixes, and phonic patterns* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.3.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.

Indicator Insight: none

Research(R)

ELA.R.1: **Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.**

ELA.3.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.

ELA.3.R.1.2 Group findings from a provided print or non-print source.

ELA.3.R.1.3 *Instruction of this indicator begins in fourth grade.*

ELA.3.R.1.4 *Instruction of this indicator begins in fourth grade.*

ELA.3.R.1.5 *Instruction of this indicator begins in fourth grade.*

Indicator Insights:

ELA.3.R.1.1 *Narrowing a topic* means asking exploratory questions for the purpose of focusing and refining research.

Broadening means exploring a topic for the purpose of expanding thinking.

Refer to the *Research Support Document* for research support.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.3.C.1.1 Write opinion pieces about a topic. When writing:
- introduce a topic; include an opinion statement;
 - include reasons supported by details from a provided source;
 - use grade-appropriate transitions to link ideas;
 - organize information; and
 - provide a concluding statement.

Indicator Insight:

ELA.3.C.1.1 Refer to ELA.3.AOR.5.3 for insight into how and when students explain the use of reasons to support opinion.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing:
- introduce a topic;
 - develop the topic with facts, definitions, and/or details related to the topic;
 - group information and use grade-appropriate transitions to link ideas;
 - use precise language and vocabulary to inform or explain about the topic;
 - use and explain information from a provided source; and
 - provide a concluding statement or section.

Indicator Insights:

ELA.3.C.2.1 Informative pieces can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Writing *informative pieces* progresses to writing *informative texts* in grade four.

Provided source refers to a source given to students by the teacher.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- establish a setting and introduce a narrator or characters;
 - use temporal words and phrases to sequence a plot structure;
 - use descriptions of actions, thoughts, and feelings to develop characters; and
 - provide an ending.

Indicator Insights:

ELA.3.C.3.1b *Plot structure* development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than the recall of definitions.

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.3.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:
- capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue;
 - use periods to punctuate abbreviations and within quotation marks;
 - use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses;
 - use apostrophes to create contractions;
 - distinguish between and use interrogative and demonstrative pronouns;
 - distinguish between and use comparative and superlative adverbs;
 - identify and use prepositional phrases;
 - use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses;
 - explain the function of adjectives and adverbs in simple, compound, and complex sentences;
 - distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses;
 - identify and revise sentence fragments and run-on sentences; and
 - consult print and multimedia sources to check and correct spelling.

Indicator Insight:

ELA.3.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

- ELA.3.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**

- ELA.3.C.6.1 Write in cursive all uppercase and lowercase letters.

Indicator Insight:

ELA.3.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

- ELA.3.C.7.1 Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting:
- demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and
 - identify and use appropriate digital tools to enhance verbal communication with support from adults.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

- ELA.3.C.8.1 Participate in structured conversations and collaborations about grade-appropriate topics and texts:
- a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and
 - b. consider and reflect upon the ideas expressed during conversations.

Indicator Insight:

ELA.3.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

- ELA.3.C.9.1 Identify a speaker's claim and at least one supporting reason.

Indicator Insight: none

Fourth Grade ELA Standards

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss

In fourth grade, reading comprehension is a primary focus. Students in fourth grade are learning to make important connections within texts, such as how an author’s perspective impacts his/her purpose. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, fourth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As foundational practice for the in-depth literary analysis that will take place in later grades, fourth graders will determine and explain how key literary elements, such as conflict and setting, impact character and plot development. Additionally, fourth-grade students study plot and the ways in which it is impacted by other story elements, such as conflict. Fourth graders begin to identify and explain implied themes and central ideas, which requires students to draw conclusions based on inferences. Students are also continuing to identify organizational structures within informational text.

Fourth-grade students continue reading the four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Fourth graders also read a variety of informational texts in print and multimedia formats, as well as examine how text features contribute to the overall meaning of an informational text.

Throughout fourth grade, writing instruction evolves with an emphasis on sequencing, including logical reasons, and developing an organizational structure. Students move from writing opinions to writing arguments while continuing to develop informational and narrative pieces. Fourth-grade students conduct research, refining their research questions and determining the validity of the resources they find. Students continue writing short summary paragraphs, multi-paragraph essays, text-dependent writing, and creative writing. Additionally, fourth-grade students continue to develop cursive writing.

* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

Overarching Expectations (OE)

<u>ELA.4.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.4.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.4.OE.3</u>	Make inferences to support comprehension.
<u>ELA.4.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.4.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.4.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

- ELA.4.F.1.1 *There is not an indicator for fourth grade.*
- ELA.4.F.1.2 *There is not an indicator for fourth grade.*
- ELA.4.F.1.3 *There is not an indicator for fourth grade.*
- ELA.4.F.1.4 *There is not an indicator for fourth grade.*
- ELA.4.F.1.5 *There is not an indicator for fourth grade.*
- ELA.4.F.1.6 *There is not an indicator for fourth grade.*
- ELA.4.F.1.7 *There is not an indicator for fourth grade.*

Indicator Insight: none

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

- ELA.4.F.2.1 *There is not an indicator for fourth grade.*
- ELA.4.F.2.2 *There is not an indicator for fourth grade.*
- ELA.4.F.2.3 *There is not an indicator for fourth grade.*
- ELA.4.F.2.4 *There is not an indicator for fourth grade.*
- ELA.4.F.2.5 *There is not an indicator for fourth grade.*

Indicator Insight: none

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- ELA.4.F.3.1 *There is not an indicator for fourth grade..*
- ELA.4.F.3.2 *There is not an indicator for fourth grade.*
- ELA.4.F.3.3 *There is not an indicator for fourth grade.*
- ELA.4.F.3.4 *There is not an indicator for fourth grade.*
- ELA.4.F.3.5 *There is not an indicator for fourth grade.*
- ELA.4.F.3.6 *There is not an indicator for fourth grade.*
- ELA.4.F.3.7 *There is not an indicator for fourth grade.*
- ELA.4.F.3.8 *There is not an indicator for fourth grade.*

Indicator Insight: none

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

- ELA.4.F.4.1 *There is not an indicator for fourth grade.*
- ELA.4.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
- ELA.4.F.4.3 *There is not an indicator for fourth grade.*

Indicator Insight:

ELA.4.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

Applications of Reading (AOR)

ELA.AOR.1: **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**

ELA.4.AOR.1.1 Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.

ELA.4.AOR.1.2 Determine and explain how figurative language impacts meaning and contributes to the reader's experience.

Indicator Insight:

ELA.4.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.

ELA.AOR.2: **Evaluate and critique the development of themes and central ideas within and across texts.**

ELA.4.AOR.2.1 Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.

ELA.4.AOR.2.2 Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.

Indicator Insight: none

ELA.AOR.3: **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**

ELA.4.AOR.3.1

- Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and
- explain how different characters' perspectives impact a literary text.

Indicator Insight:

ELA.4.AOR.3.1 See the glossary for insight on *point of view* and *perspective*.

ELA.AOR.4: **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**

ELA.4.AOR.4.1 Determine and explain how an author's purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author's perspective.

Indicator Insight: none

ELA.AOR.5: **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

ELA.4.AOR.5.1 Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).

ELA.4.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.

ELA.4.AOR.5.3 Identify an author's claim, and explain how an author uses reasons to support that claim in an informational text.

Indicator Insights:

ELA.4.AOR.5.2 *Chronological order* refers to order in terms of time.

Instruction should include all previous learned structures to include: *sequence, description/list, and cause and effect*.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.4.AOR.6.1 Summarize a text to enhance comprehension:
- a. include plot, theme, and relevant key details for a literary text; and
 - b. include a central idea and relevant supporting details for an informational text.

Indicator Insight:

ELA.4.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.4.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
- a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase;
 - b. consult print and digital reference materials to build and integrate background knowledge; and
 - c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

Indicator Insight:

ELA.4.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.4.AOR.8.1 Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts:
- a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps);
 - b. identify real-life connections between words and their use (e.g., describe people who are helpful); and
 - c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.

Indicator Insight:

ELA.4.AOR.8.1 Refer to ELA.4.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.4.AOR.9.1 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.

Indicator Insight:

ELA.4.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.4.AOR.10.1 Determine and explain how visuals (e.g., illustrations, photographs, maps) and/or multimedia elements (e.g., video, audio) contribute to the meaning of a print or non-print text.

Indicator Insight: none

Research(R)

ELA.R.1: **Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.**

- ELA.4.R.1.1 Conduct short research for inquiry by:
- a. generating a question about a topic; and
 - b. examining a provided source.
- ELA.4.R.1.2 Determine the credibility of a provided source.
- ELA.4.R.1.3 Determine which information is relevant to the topic.
- ELA.4.R.1.4 Group related findings.
- ELA.4.R.1.5 Cite sources to avoid plagiarism.

Indicator Insights:

ELA.4.R.1.1 Refer to the *Research Support Document* for research support.

ELA.4.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.4.C.1.1 Write arguments to make a claim about a topic. When writing:
- introduce a topic and state an opinion about the topic;
 - provide reasons supported by facts from a credible source(s); and
 - group ideas logically using transitional words and phrases; and
 - provide a concluding statement or section.

Indicator Insight:

ELA.4.C.1.1 Refer to ELA.4.AOR.5.3 for insight into how and when students explain the use of reasons and evidence to support claims.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.4.C.2.1 Write informative/explanatory texts to examine a topic and provide information. When writing:
- introduce a topic clearly;
 - develop the topic with facts, definitions, details, and/or quotes related to the topic;
 - group related information into paragraphs and/or sections using transitional words and phrases to link ideas;
 - use precise language and vocabulary to inform or explain about the topic;
 - use and explain information from a provided source(s); and
 - provide a concluding statement or section.

Indicator Insights:

ELA.4.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

In grade four, writing *informative pieces* progresses to writing *informative texts*.

At this grade level, quotes can be direct or indirect.

Provided source refers to a source given to students by the teacher.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.4.C.3.1 Write narratives developing real or imagined experiences. When writing:
- establish a situation and setting;
 - introduce a narrator and/or characters;
 - organize a plot structure;
 - use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters;
 - use a variety of transitional words and phrases to sequence events; and

- f. provide an ending that follows from the narrated experiences or events.

Indicator Insights:

ELA.4.C.3.1 *Plot structure* development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

In previous grades, *transition words* centered around *temporal words* (e.g., next, before, etc.).

In fourth grade, general *transitions* are introduced (e.g., for example, especially, additionally, etc.)

ELA.C.4:

Demonstrate command of standard English grammar and conventions when writing.

ELA.4.C.4.1

Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:

- capitalize nouns (historic periods, nationalities, languages) and proper adjectives;
- use a comma before a coordinating conjunction in a compound sentence and with dependent clauses;
- use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives;
- identify and use simple appositive phrases;
- order adjectives within sentences according to conventional patterns;
- use prepositional phrases;
- distinguish between frequently confused words (e.g., to, too, two; there, their, they're);
- identify and revise sentence fragments and run-on sentences; and
- consult print and multimedia sources to check and correct spelling.

Indicator Insight:

ELA.4.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5:

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

ELA.4.C.5.1

Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

Indicator Insight: none

ELA.C.6:

Write independently and legibly for a variety of tasks and purposes.

ELA.4.C.6.1

Demonstrate fluent and legible cursive writing skills.

Indicator Insight:

ELA.4.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

ELA.C.7:

Organize and communicate ideas through a range of formats to engage a variety of audiences.

- ELA.4.C.7.1 Present information orally to report on a topic or text, tell a story, or recount an experience. When presenting:
- Demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; and
 - identify and use appropriate digital tools to enhance verbal communication with support from adults.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

- ELA.4.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:
- enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and
 - consider and reflect upon the ideas expressed during conversations.

Indicator Insight:

ELA.4.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

- ELA.4.C.9.1 Identify and explain a speaker's claim(s) and supporting reasons and evidence.

Indicator Insight: none

Fifth Grade ELA Standards

“The whole world opened up to me when I learned to read.”

Mary McCleod Bethune

Students entering fifth grade are developing critical thinking and problem-solving skills. While reading comprehension is still a focus in fifth grade, analysis is beginning to emerge. For example, students should be able to identify and describe how conflict within a story moves a plot forward using both supporting evidence and elaboration. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, fifth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

In literary texts, fifth graders begin to analyze how story elements contribute to the plot. Additionally, students should be able to explain how the point of view through which a story is told can impact how events are described, remembering that point of view focuses on who is telling the story. Fifth-grade students are also expected to describe how an author reveals one or more characters’ perspectives, remembering that perspective is how characters view and process what is happening in the story. In informational texts, students begin to compare and contrast primary and secondary accounts of the same event or topic.

Fifth-grade students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also read a variety of informational texts in print and multimedia formats, as well as text features embedded within informational texts.

Throughout fifth grade, students work toward proficiency of the skills they have learned and developed. Writing skills continue to evolve as students strengthen arguments and informational pieces by developing organizational structures to logically group ideas. In narrative writing, students work to vary transitions, organize thoughts, and use elaboration more effectively. In oral communications, students begin to evaluate a speaker’s claims. In their own oral communications, fifth graders consider and reflect upon the thoughts and ideas of others. Fifth-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces.

* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

Overarching Expectations (OE)

<u>ELA.5.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.5.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.5.OE.3</u>	Make inferences to support comprehension.
<u>ELA.5.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.5.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.5.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

- ELA.5.F.1.1 *There is not an indicator for fifth grade.*
ELA.5.F.1.2 *There is not an indicator for fifth grade.*
ELA.5.F.1.3 *There is not an indicator for fifth grade.*
ELA.5.F.1.4 *There is not an indicator for fifth grade.*
ELA.5.F.1.5 *There is not an indicator for fifth grade.*
ELA.5.F.1.6 *There is not an indicator for fifth grade.*
ELA.5.F.1.7 *There is not an indicator for fifth grade.*

Indicator Insight: none

ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

- ELA.5.F.2.1 *There is not an indicator for fifth grade.*
ELA.5.F.2.2 *There is not an indicator for fifth grade.*
ELA.5.F.2.3 *There is not an indicator for fifth grade.*
ELA.5.F.2.4 *There is not an indicator for fifth grade.*
ELA.5.F.2.5 *There is not an indicator for fifth grade.*

Indicator Insight: none

ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

- ELA.5.F.3.1 *There is not an indicator for fifth grade..*
ELA.5.F.3.2 *There is not an indicator for fifth grade.*
ELA.5.F.3.3 *There is not an indicator for fifth grade.*
ELA.5.F.3.4 *There is not an indicator for fifth grade.*
ELA.5.F.3.5 *There is not an indicator for fifth grade.*
ELA.5.F.3.6 *There is not an indicator for fifth grade.*
ELA.5.F.3.7 *There is not an indicator for fifth grade.*
ELA.5.F.3.8 *There is not an indicator for fifth grade.*

Indicator Insight: none

ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

- ELA.5.F.4.1 *There is not an indicator for fifth grade.*
ELA.5.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.5.F.4.3 *There is not an indicator for fifth grade.*

Indicator Insight:

ELA.5.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.

ELA.5.AOR.1.2 Analyze how figurative language impacts meaning and contributes to the reader's experience.

Indicator Insight:

ELA.5.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.

ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.

Indicator Insight: none

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

- ELA.5.AOR.3.1
- Explain how the point of view from which a story is narrated influences how events are described; and
 - explain how an author reveals one or more characters' perspectives in a literary text.

Indicator Insight:

ELA.5.AOR.3.1 See the glossary for insight on *point of view* and *perspective*.

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.5.AOR.4.1 Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.

Indicator Insight:

ELA.5.AOR.4.1 When comparing and contrasting *perspectives* (especially when working with primary and secondary sources), students will build upon a foundation for recognizing bias, reliability, and credibility in subsequent grades.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

ELA.5.AOR.5.1 Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.

ELA.5.AOR.5.2 Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.

ELA.5.AOR.5.3 Explain an author’s use of reasons and evidence to support a claim(s) in an informational text.

Indicator Insight: none

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

ELA.5.AOR.6.1 Summarize a text to enhance comprehension:

- include plot, theme, and relevant key details for a literary text; and
- include a central idea and relevant supporting details for an informational text.

Indicator Insight:

ELA.5.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

ELA.5.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

- use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases;
- consult print and digital reference materials to build and integrate background knowledge; and
- consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

Indicator Insight:

ELA.5.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

ELA.5.AOR.8.1 Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:

- recognize and explain the meaning of figurative language, including similes and metaphors, in context; and
- demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Indicator Insight:

ELA.5.AOR.8.1 Refer to ELA.5.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.5.AOR.9.1 Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.

Indicator Insight:

ELA.5.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.5.AOR.10.1 Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject.

Indicator Insight: none

Research(R)

ELA.R.1: **Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.**

- ELA.5.R.1.1 Conduct short research for inquiry by:
- a. generating a question(s) about a topic; and
 - b. consulting a variety of print and multimedia sources.
- ELA.5.R.1.2 Determine the credibility of the source(s) consulted and use the most credible source(s).
- ELA.5.R.1.3 Determine which information is relevant to the topic.
- ELA.5.R.1.4 Logically group related findings.
- ELA.5.R.1.5 Cite sources to avoid plagiarism.

Indicator Insight:

ELA.5.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.5.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.5.C.1.1 Write arguments to make a claim about a topic. When writing:
- introduce a topic and make a claim about the topic;
 - include reasons that are supported by facts from a credible source(s);
 - develop an organizational structure in which ideas are grouped logically;
 - use transitions to link and structure ideas; and
 - provide a concluding statement or section.

Indicator Insight:

ELA.5.C.1.1 Refer to [ELA.5.AOR.5.3](#) for insight into how and when students determine and trace arguments, claims, and reasoning.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.5.C.2.1 Write informative texts to examine a topic and convey ideas and information clearly. When writing:
- introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic;
 - group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure;
 - use precise language and vocabulary to explain the topic;
 - use and explain information from a provided source(s); and
 - provide a concluding statement or section.

Indicator Insights:

[ELA.5.C.2.1](#) Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

At this grade level, quotes can be direct or indirect.

Provided source refers to a source given to students by the teacher.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.5.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- establish a situation and setting;
 - introduce a narrator and characters;
 - establish a plot structure;
 - use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters;
 - use a variety of transitional words and phrases to sequence the events; and

- f. provide an ending that follows logically from the narrated experiences or events.

Indicator Insight:

ELA.5.C.3.1b *Plot structure* development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.5.C.4.1 Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:
- apply knowledge of rules for capitalization;
 - use underlining, quotation marks, or italics to indicate titles of works;
 - use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address;
 - use a colon to introduce a list and after a salutation in a business letter or email;
 - explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions;
 - distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative);
 - use prepositional phrases in different positions within a sentence;
 - use correct subject-verb and pronoun-antecedent agreement;
 - identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and
 - consult print and multimedia sources to check and correct spelling.

Indicator Insight:

ELA.5.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

- ELA.5.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**

- ELA.5.C.6.1 Demonstrate fluent and legible cursive writing skills.

Indicator Insight:

ELA.5.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

- ELA.5.C.7.1 Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts. When presenting:

- a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences;
- b. identify the purpose of the information being presented; and
- c. use digital tools to produce multimedia texts and/or visual aids with support from peers and adults.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

- ELA.5.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:
- a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and
 - b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.

Indicator Insight:

ELA.5.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

- ELA.5.C.9.1 Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument.

Indicator Insight: none

Sixth Grade ELA Standards

“The beautiful thing about learning is that no one can take it away from you.”
B.B. King

Students entering sixth grade are developing critical thinking skills, problem-solving skills, and creativity. Sixth-grade students are reading longer texts and continuing to draw conclusions based on inferences while analyzing how an author’s choices impact meaning in various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, sixth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Sixth graders make inferences and analyze how an author’s choices impact meaning in text. Students in sixth grade are first introduced to the rhetorical appeals of ethos, pathos, and logos, and the types of reasoning an author may use to support claims.

Sixth-grade students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types should include short novels, chapter books, contemporary fiction, science fiction, myths, folk tales, and tall tales. In addition to literary texts, instruction in sixth grade should include expository, persuasive, and informational texts that can include, but are not limited to, historical documents, news articles, speeches, personal essays, memoirs, autobiographical and biographical sketches, speeches, advertisements, primary and secondary sources, reviews, and schedules. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, sixth-grade students learn how to communicate to a variety of audiences through written and oral communication. Students write shorter and longer narratives, arguments, and informational texts. Sixth graders continue to strengthen the organizational structure of their writing while using details and reasons to develop their thoughts. Sixth-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. When appropriate, students may also begin to explore and practice other types of college and career-ready writing such as professional emails and personal letters. Lastly, students in sixth grade participate in academic discussions and learn how to communicate appropriately to a variety of audiences.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

<u>ELA.6.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.6.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.6.OE.3</u>	Make inferences to support comprehension.
<u>ELA.6.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.6.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.6.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**

ELA.6.AOR.1.1 Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.

ELA.6.AOR.1.2 Explain how figurative language impacts mood, tone, and meaning.

Indicator Insights:

ELA.6.AOR.1.1 *Descriptive details* refer to sensory details (i.e., the way something looks, smells, tastes, sounds, and/or feels).

ELA.6.AOR.1.2 In grade five, students analyzed how figurative language impacts meaning. Grade six adds *mood* and *tone* to the list of content, so the skill steps back into explanation before rebuilding to analysis with the new content.

ELA.AOR.2: **Evaluate and critique the development of themes and central ideas within and across texts.**

ELA.6.AOR.2.1 Analyze how key details contribute to the development of a theme(s) over the course of a literary text.

ELA.6.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational text.

Indicator Insight: none

ELA.AOR.3: **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**

ELA.6.AOR.3.1 Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.

Indicator Insight:

ELA.6.AOR.3.1 *Perspective* leads to *irony* in English 1.

ELA.AOR.4: **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**

ELA.6.AOR.4.1 Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.

Indicator Insight: none

ELA.AOR.5: **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

ELA.6.AOR.5.1 Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.

ELA.6.AOR.5.2 Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.

ELA.6.AOR.5.3 Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.

Indicator Insights:

ELA.6.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

ELA.6.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.6.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

ELA.6.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.

- a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
- b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and
- c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.

Indicator Insight:

ELA.6.AOR.7.1 In grade 5, *context clues* refer to the five types of context clues in the *Vocabulary Support Document*. In grade 6, *context* refers to the position and function of the work in the text.

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

ELA.6.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text;
- b. determine the relationship between words; and
- c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

Indicator Insights:

ELA.6.AOR.8.1 Refer to ELA.6.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

See previous grade levels for more information about *word relationships*.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.6.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.6.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.6.AOR.10.1 Analyze a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media's portrayal of the text or subject impacts the audience.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u>	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
ELA.6.R.1.1	Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic.
ELA.6.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).
ELA.6.R.1.3	Determine which source(s) and/or information is relevant to the topic.
ELA.6.R.1.4	Logically organize findings.
ELA.6.R.1.5	Cite sources to avoid plagiarism.

Indicator Insights:

ELA.6.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.6.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.6.C.1.1 Write arguments to support a claim with clear reasons and relevant evidence. When writing:
- introduce a claim and organize the reasons and evidence clearly;
 - support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s);
 - acknowledge an alternative perspective;
 - use an organizational structure appropriate to the purpose and task;
 - use transitions to clarify the relationship(s) between claim and reasons;
 - provide a concluding statement or section that follows from the argument presented.

Indicator Insight:

ELA.6.C.1.1 Refer to [ELA.6.AOR.5.3](#) for insight into how and when students trace the development of arguments and reasoning.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.6.C.2.1 Write informative texts to examine a topic and analyze information from one or more sources. When writing:
- introduce a topic clearly and organize information logically;
 - develop the topic with relevant facts, definitions, details, quotes, or other information and examples;
 - use appropriate transitions to clarify the relationships among ideas and concepts;
 - use precise language and vocabulary to inform or to explain the topic; and
 - provide a concluding statement or section.

Indicator Insights:

ELA.6.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

At this grade level, quotes can be direct or indirect.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.6.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:
- produce clear and coherent writing appropriate to the task and audience;
 - establish context and introduce a narrator and/or characters;
 - organize a logical plot structure;

- d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters;
- e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and
- f. provide an ending that follows logically from the narrated experiences or events.

Indicator Insight:

ELA.6.C.3.1 *Plot structure* development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

ELA.C.4:

Demonstrate command of standard English grammar and conventions when writing.

ELA.6.C.4.1

Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing:

- a. apply knowledge of rules for capitalization;
- b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses;
- c. use a colon to introduce a quotation and a semicolon to link related independent clauses; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class);
- d. determine and correct pronouns with unclear or ambiguous antecedents;
- e. explain the function of definite and indefinite articles and apply to writing compound-complex sentences to add variety;
- f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety;
- g. distinguish between and use different types of phrases (prepositional and appositive);
- h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tenses; and
- i. consult print and multimedia sources to check and correct spelling.

Indicator Insight:

ELA.6.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5:

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

ELA.6.C.5.1

Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.

Indicator Insight: none

ELA.C.6:

Write independently and legibly for a variety of tasks and purposes.

ELA.6.C.6.1

This standard is not directly addressed after fifth grade.

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

- ELA.6.C.7.1 Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting:
- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences;
 - convey a clear perspective and purpose;
 - include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
 - use appropriate digital tools for the task, purpose, and audience.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

- ELA.6.C.8.1 Engage in structured conversations and collaborations about grade-appropriate topics and texts:
- ask questions to build on the ideas of others; pose and respond to questions to clarify thinking and express new ideas; and
 - consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.

Indicator Insight:

ELA.6.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

- ELA.6.C.9.1 Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation:
- determine the effectiveness of a speaker's argument and specific claims, distinguishing relevant and valid claims from irrelevant and invalid claims; and
 - determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience.

Indicator Insight: none

Seventh Grade ELA Standards

“Good teaching is more a giving of right questions than a giving of right answers.”
Josef Albers

Students entering seventh grade are continuing to develop critical thinking skills, problem-solving skills, and creativity. Seventh-grade students are reading critically from a variety of rich and challenging texts, while making inferences about an author’s choices and analyzing how those choices impact meaning. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, seventh graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Seventh graders continue examining an author’s use of the rhetorical appeals of ethos, pathos, and logos, and the types of reasoning an author uses to support claims. Students also examine how the author’s choice to structure a text, literary and informational, impacts the meaning of a text.

Seventh-grade students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types should include short novels, chapter books, contemporary fiction, science fiction, myths, folk tales, and tall tales. In addition to literary texts, instruction in seventh grade should include expository, persuasive, and informational texts that can include, but are not limited to, historical documents, news articles, speeches, personal essays, memoirs, autobiographical and biographical sketches, speeches, advertisements, primary and secondary sources, reviews, and schedules. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, seventh-grade students learn how to communicate to a variety of audiences through written and oral communication. Students write shorter and longer narratives, arguments, and informational texts. In argumentative writing, seventh graders use data and statistics to support their claims while acknowledging a counterclaim. Seventh-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also begin to explore and practice other types of college and career-ready writing such as professional emails, personal letters, and public service announcements. Lastly, students in seventh grade participate in academic discussions and learn how to communicate appropriately to a variety of audiences and consider new ideas and diverse perspectives of others.

* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

<u>ELA.7.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.7.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.7.OE.3</u>	Make inferences to support comprehension.
<u>ELA.7.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.7.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.7.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**

ELA.7.AOR.1.1 Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.

ELA.7.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning.

Indicator Insight:

ELA.7.AOR.1.1 *Descriptive details* refer to sensory details (i.e., the way something looks, smells, tastes, sounds, and/or feels).

ELA.AOR.2: **Evaluate and critique the development of themes and central ideas within and across texts.**

ELA.7.AOR.2.1 Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).

ELA.7.AOR.2.2 Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.

Indicator Insight: none

ELA.AOR.3: **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**

ELA.7.AOR.3.1

- Explain the influence of a narrator(s), including an unreliable narrator(s), and/or narrative shifts in point of view; and
- analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.

Indicator Insight:

ELA.7.AOR.3.1 *Perspective* leads to *irony* in English 1.

ELA.AOR.4: **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**

ELA.7.AOR.4.1 Determine an author's perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.

Indicator Insight:

ELA.7.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

ELA.AOR.5: **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

ELA.7.AOR.5.1 Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.

ELA.7.AOR.5.2 Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.

ELA.7.AOR.5.3 Trace the development of an author’s argument while explaining the types of reasoning and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.

Indicator Insights:

ELA.7.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

ELA.7.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.7.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

ELA.7.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases;
- use background or prior knowledge to determine or clarify the meanings of words; and
- consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.

Indicator Insight: none

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

ELA.7.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;
- determine the relationship between words; and
- distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

Indicator Insight:

Refer to ELA.7.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

See previous grade levels for more information about *word relationships*.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.7.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.7.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.7.AOR.10.1 Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and analyze how each media's portrayal of the text or subject impacts the audience.

Indicator Insight: none

Research(R)

ELA.R.1: **Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.**

- ELA.7.R.1.1 Conduct short and more sustained research by:
- a. generating a question(s) about a topic; and
 - b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.
- ELA.7.R.1.2 Determine the credibility of one or more sources consulted and use the most credible source(s).
- ELA.7.R.1.3 Determine which source(s) and/or information is relevant to the topic.
- ELA.7.R.1.4 Logically organize findings.
- ELA.7.R.1.5 Cite sources to avoid plagiarism.

Indicator Insights:

ELA.7.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.7.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.7.C.1.1 Write arguments to support a claim with clear reasons and relevant evidence. When writing:
- introduce a claim and organize the reasons and evidence clearly;
 - support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);
 - acknowledge a counterclaim;
 - use an organizational structure appropriate to the purpose and task;
 - use transitions to clarify the relationships between claims and reasons;
 - provide a concluding statement or section that supports the argument presented.

Indicator Insight:

ELA.7.C.1.1 Refer to ELA.7.AOR.5.3 for insight into how and when students trace the development of arguments.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.7.C.2.1 Write informative texts to examine a topic and analyze information from one or more sources. When writing:
- introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;
 - develop the topic with relevant facts, definitions, details, and/or quotes;
 - use appropriate transitions to clarify the relationships between ideas and concepts;
 - use precise language and thoughtful elaboration to inform or to explain the topic;
 - establish a tone appropriate to the task and audience; and
 - provide a concluding statement or section that supports the information presented.

Indicator Insight:

ELA.7.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Thoughtful elaboration is the original thinking and voice of the writer.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.7.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:

- a. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience;
- b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;
- c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;
- d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
- e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and
- f. provide an ending that follows logically from the narrated experiences or events.

Indicator Insights:

ELA.7.C.3.1c *Time shifts* refers to temporal shifts (see first, second, and third grades, ELA.C.3.1).

ELA.7.C.3.1c *Plot structure* development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

ELA.C.4:

Demonstrate command of standard English grammar and conventions when writing.

ELA.7.C.4.1

Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing:

- a. apply knowledge of rules for capitalization;
- b. use a comma to separate coordinate adjectives;
- c. use hyphenated compound words (e.g., mother-in-law);
- d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;
- e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and
- f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

Indicator Insights:

ELA.7.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

Decisions regarding conventions can be intentional; for example, using a sentence fragment for rhetorical effect is acceptable.

ELA.C.5:

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

ELA.7.C.5.1

Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**
ELA.7.C.6.1 *This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.7.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples. When presenting:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences;
- convey a clear perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate digital tools for the task, purpose, and audience.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.7.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue.

Indicator Insight:

ELA.7.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.7.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- determine the effectiveness of a speaker's argument and specific claims, evaluating the relevance of the evidence; and
- analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.

Indicator Insight: none

Eighth Grade ELA Standards

“Once children learn how to learn, nothing is going to narrow their minds. The essence of teaching is to make learning contagious, to have one idea spark another.”

Marva Collins

Students entering eighth grade continue to develop critical thinking skills, problem-solving skills, and creativity. Eighth-grade students should be reading a variety of rich and challenging texts, closely, proficiently, and independently. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, eighth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination of literary text structure, eighth-grade students begin to examine how an author manipulates time to create mystery and suspense. Eighth graders move from examining an author’s use of rhetorical appeals into analyzing how an author uses rhetoric in texts.

Eighth-grade students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types should include short novels, chapter books, contemporary fiction, science fiction, and historical fiction. In addition to literary texts, instruction in eighth grade should include expository, persuasive, and informational texts that can include, but are not limited to, historical documents, news articles, speeches, personal essays, memoirs, autobiographical and biographical sketches, speeches, advertisements, primary and secondary sources, reviews, and schedules. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, eighth-grade students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In informational/expository writing, eighth graders examine multiple sources of information while using their research skills to select only those that are credible and relevant to the topic they are presenting. Eighth-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also begin to explore and practice other types of college and career-ready writing such as professional emails, personal letters, public service announcements, and editorials. Lastly, students in eighth grade participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

<u>ELA.8.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.8.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.8.OE.3</u>	Make inferences to support comprehension.
<u>ELA.8.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.8.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.8.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**

ELA.8.AOR.1.1 Analyze how key elements contribute to the meaning of the text as a whole.

ELA.8.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism.

Indicator Insight:

ELA.8.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

ELA.AOR.2: **Evaluate and critique the development of themes and central ideas within and across texts.**

ELA.8.AOR.2.1 Analyze how key details contribute to the development of two or more themes within and across literary texts.

ELA.8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.

Indicator Insights:

ELA.8.AOR.2.1 *Within and across texts* can refer to one or more texts.

ELA.8.AOR.2.2 *Within and across texts* can refer to one or more texts.

ELA.AOR.3: **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**

ELA.8.AOR.3.1 Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.

Indicator Insight: none

ELA.AOR.4: **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**

ELA.8.AOR.4.1 Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.

Indicator Insight:

ELA.8.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

ELA.AOR.5: **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

ELA.8.AOR.5.1 Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.

ELA.8.AOR.5.2 Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.

ELA.8.AOR.5.3 Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.

Indicator Insights:

ELA.8.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

ELA.8.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.8.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

ELA.8.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

- a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
- b. use background or prior knowledge to determine or clarify the meanings of words; and
- c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Indicator Insight: none

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

ELA.8.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;
- b. determine the relationship between particular words to better understand each of the words; and
- c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

Indicator Insights:

ELA.8.AOR.8.1 Refer to ELA.8.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

See previous grade levels for more information about *word relationships*.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.8.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.8.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.8.AOR.10.1 Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media's portrayal of the text or subject impacts the audience.

Indicator Insight: none

Research(R)

<u>ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>	
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|-------------|---|
| ELA.8.R.1.1 | Conduct short and more sustained research by: <ul style="list-style-type: none">a. generating and answering a research question(s) about a topic; andb. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose. |
| ELA.8.R.1.2 | Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. |
| ELA.8.R.1.3 | Analyze findings to determine relevance to the topic. |
| ELA.8.R.1.4 | Logically organize findings as relevant to the purpose. |
| ELA.8.R.1.5 | Cite sources to avoid plagiarism. |

Indicator Insights:

ELA.8.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.8.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.8.C.1.1 Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:
- introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;
 - acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;
 - use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;
 - establish and maintain a tone appropriate to the task and audience; and
 - provide a concluding statement or section that supports the argument presented.

Indicator Insight:

ELA.8.C.1.1 Refer to ELA.8.AOR.5.3 for insight into how and when students analyze arguments.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.8.C.2.1 Write informative texts to examine a topic and analyze information from multiple sources. When writing:
- introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;
 - develop the topic with relevant facts, definitions, details, and/or quotes;
 - use varied transitions to clarify the relationships between ideas and concepts;
 - use precise language and thoughtful elaboration to inform or to explain the topic;
 - establish a tone appropriate to the task and audience; and
 - provide a concluding statement or section that supports the information presented.

Indicator Insights:

ELA.8.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Thoughtful elaboration is the original thinking and voice of the writer.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.8.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
 - engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;
 - organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;
 - use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
 - use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
 - provide an ending that connects to the intended purpose of the writing.

Indicator Insight:

ELA.8.C.3.1c *Plot structure* development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.8.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
- apply knowledge of rules for capitalization;
 - use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;
 - use different types of verbals in sentences (gerunds, participles, infinitives);
 - distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);
 - use appropriate parallel structure in words, phrases, and clauses;
 - identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
 - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

Indicator Insight:

ELA.8.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

- ELA.8.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**
ELA.8.C.6.1 *This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.8.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);
- convey a clear perspective with clear reasoning and valid evidence; include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate digital tools.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.8.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas.
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Indicator Insight:

ELA.8.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.8.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- determine the effectiveness of a speaker's argument and specific claims, evaluating the speaker's reasoning and relevance of the evidence;
- analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and
- analyze the purpose of the information being presented.

Indicator Insight: none

English 1 Standards

“Learning is not attained by chance; it must be sought for with ardor and diligence.”
Abigail Adams

Students entering English 1 are further developing critical thinking skills, problem-solving skills, and creativity. English 1 students should be closely reading a variety of rich and challenging texts while demonstrating the ability to analyze the techniques writers use within print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 1 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination of author’s craft, English 1 students analyze how an author’s rhetoric contributes to the effectiveness of a text. Students in English 1 are introduced to an author’s use of allusion, universal theme, and situational and dramatic irony.

English 1 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Literary text types should include historical fiction, contemporary fiction, myths, epics, monologues, short stories, novels, and graphic novels. English 1 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches, news articles, journals, reviews, persuasive brochures and advertisements, directions, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 1 students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In all modes of writing, English 1 students focus on a tone and style that is appropriate for their audience. English 1 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, professional emails, personal letters, public service announcements, editorials, and other forms of academic material on various online platforms. Lastly, students in English 1 participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

<u>ELA.E1.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.E1.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.E1.OE.3</u>	Make inferences to support comprehension.
<u>ELA.E1.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.E1.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.E1.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

ELA.E1.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion.

Indicator Insights:

ELA.E1.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

See glossary for insight on *context*, *perspective*, and *style*.

ELA.E1.AOR.1.2 In grade eight, students explained the use of symbolism. In English 1, *allusion* becomes part of figurative language.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.E1.AOR.2.1 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.

ELA.E1.AOR.2.2 Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

Indicator Insight:

ELA.E1.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).

Indicator Insight: none

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.E1.AOR.4.1 Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text.

Indicator Insight:

ELA.E1.AOR.4.1 Refer to the *rhetoric Support Document* for rhetoric support.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

- ELA.E1.AOR.5.1 Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.
- ELA.E1.AOR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
- ELA.E1.AOR.5.3 Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.

Indicator Insights:

ELA.E1.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.E1.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.E1.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
 - use background or prior knowledge to determine or clarify the meanings of words; and
 - consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Indicator Insight: none

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.E1.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
- interpret figures of speech (e.g., pun) in context and analyze how they function within a text;
 - analyze nuances in the meanings of words with similar denotation; and
 - analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

Indicator Insights:

ELA.E1.AOR.8.1 Refer to the glossary for more information on *figurative language*.

Refer to ELA.E1.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.E1.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.E1.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.E1.AOR.10.1 Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u> <u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>	
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| ELA.E1.R.1.1 | Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:
a. generating and answering a research question(s) about a topic; and
b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience. |
| ELA.E1.R.1.2 | Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. |
| ELA.E1.R.1.3 | Analyze findings to determine relevance to the topic and purpose of inquiry. |
| ELA.E1.R.1.4 | Logically organize findings as relevant to the purpose. |
| ELA.E1.R.1.5 | Follow a standard academic style guide for citation to avoid plagiarism. |

Indicator Insights:

ELA.E1.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E1.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.E1.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:
- introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
 - acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
 - link the major sections of the text cohesively;
 - establish a tone and style appropriate to the purpose; and
 - provide a concluding statement or section that supports the argument presented.

Indicator Insight:

ELA.E1.C.1.1 Refer to ELA.E1.AOR.5.3 for insight into how and when students evaluate multiple arguments.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.E1.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
- introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
 - develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
 - use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
 - use precise language and vocabulary appropriate to the complexity of the topic;
 - use a tone and style appropriate to the task and audience; and
 - provide a concluding statement or section that supports the information presented.

Indicator Insights:

ELA.E1.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

The word *sufficient* appears in OE.3 but is introduced within an indicator at this grade level; *sufficient* is synonymous with enough or adequate for the task.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.E1.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
 - engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;
 - develop a clear progression of experiences or events;
 - use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
 - use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
 - provide an ending that connects to the intended purpose of the writing.

Indicator Insight: none

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.E1.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
- apply knowledge of rules for capitalization;
 - use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
 - select and use verbs with appropriate mood and tone;
 - use appropriate parallel structure in words, phrases, and clauses;
 - apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
 - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

Indicator Insight:

ELA.E1.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

- ELA.E1.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**
ELA.E1.C.6.1 *This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.E1.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);
- convey a clear perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate online platforms to export multimedia texts for publication.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Indicator Insight:

ELA.E1.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.E1.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence;
- analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and
- analyze the purpose of the information being presented, identifying the possible biases of the speaker.

Indicator Insight: none

English 2 Standards

"I am not a teacher, but an awakener."

Robert Frost

Students entering English 2 are refining critical thinking skills, problem-solving skills, and creativity. English 2 students should be closely reading rich and challenging texts and should also be able to demonstrate the ability to analyze the structure of and techniques used within various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 2 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination and analysis of texts, students in English 2 analyze how an author's choice to structure literary text create effects such as surprise. English 2 students also analyze how an author creates sarcasm and are introduced to verbal irony. While English 2 students continue to read a variety of informational texts, they pay particular attention to historical speeches and essays.

English 2 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, epics, monologues, short stories, novels, and graphic novels. English 2 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches and essays, news articles, journals, reviews, persuasive brochures and advertisements, directions, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 2 students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In narrative writing, English 2 students begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 2 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, and other forms of academic material on various online platforms. Additionally, students may begin practicing speaking for professional settings and within college or career environments. Lastly, students in English 2 participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

<u>ELA.E2.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.E2.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.E2.OE.3</u>	Make inferences to support comprehension.
<u>ELA.E2.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.E2.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.E2.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.

ELA.E2.AOR.1.2 Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.

Indicator Insights:

ELA.E2.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

Within and across texts can refer to one or more texts.

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

ELA.E2.AOR.2.1 Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.

ELA.E2.AOR.2.2 Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.

Indicator Insights:

ELA.E2.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E2.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).

Indicator Insight: none

ELA.AOR.4: Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.

ELA.E2.AOR.4.1 Analyze an author's perspective or purpose, and evaluate the effectiveness of the author's rhetoric used to advance that perspective or purpose.

Indicator Insight:

ELA.E2.AOR.4.1 Refer to the *Rhetoric Support Document* for *rhetoric* support.

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

- ELA.E2.AOR.5.1 Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.
- ELA.E2.AOR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
- ELA.E2.AOR.5.3 Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims.

Indicator Insights:

ELA.E2.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.E2.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.E2.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.E2.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
 - use background or prior knowledge to determine or clarify the meanings of words; and
 - consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Indicator Insight: none

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.E2.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
- interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;
 - analyze nuances in the meanings of words with similar denotation; and
 - analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

Indicator Insight:

ELA.E2.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.E2.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.E2.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.E2.AOR.10.1 Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

Indicator Insight: none

Research(R)

<u>ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>	
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ELA.E2.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
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ELA.E2.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
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ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
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ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and audience.
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ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
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Indicator Insights:

ELA.E2.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E2.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.E2.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:
- introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;
 - acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
 - link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
 - establish a tone and style appropriate to the purpose and audience; and
 - provide a concluding statement or section that supports the argument presented.

Indicator Insight:

ELA.E2.C.1.1 Refer to ELA.E2.AOR.5.3 for insight into how and when students evaluate multiple arguments.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.E2.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:
- introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
 - develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
 - use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
 - use precise language and vocabulary appropriate to the complexity of the topic;
 - establish and maintain a style and objective tone appropriate to the task and purpose; and
 - provide a concluding statement or section that supports the information presented.

Indicator Insights:

ELA.E2.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

ELA.E2.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:

- a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
- b. engage the reader by establishing a situation and/or setting up a problem or observation;
- c. develop a clear progression of experiences or events;
- d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
- e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
- f. provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

Indicator Insight:

ELA.E2.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

ELA.E2.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

- a. apply knowledge of rules for capitalization;
- b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information;
- c. select and use verbs with appropriate mood and tone;
- d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
- e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.

Indicator Insight:

ELA.E2.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

ELA.E2.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**

ELA.E2.C.6.1 *This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.E2.C.7.1 Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);
- convey a clear perspective with clear reasoning and credible evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.E2.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Indicator Insight:

ELA.E2.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.E2.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a **style** appropriate for the audience;

- b. analyze the **effectiveness** and **validity** of the information and supporting evidence being presented; and
- c. analyze the speaker's motives while identifying any **logical fallacies** and biases that may be present.

Indicator Insight: none

English 3 Standards

“The mind once enlightened cannot again become dark.” Thomas Paine

Students entering English 3 are demonstrating and refining critical thinking skills and problem-solving skills. English 3 students should be proficient readers, writers, and communicators. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 3 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination of text, English 3 students begin to evaluate the effectiveness of an author’s craft. Students in English 3 evaluate the effectiveness of an author’s reasoning, rhetoric, and use of information in informational texts, while also evaluating how an author can make a text more effective. In literary texts, students are introduced to satire and evaluate author’s craft across multiple texts.

English 3 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, allegories, parodies, monologues, short stories, novels, and graphic novels. English 3 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches and essays, news articles, journals, reviews, government documents, instruction manuals, editorials, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 3 students refine their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. To prepare for college and career readiness, students write resumes, cover letters, and college application essays. In narrative writing, English 3 students continue to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 3 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, college essays, annotated bibliographies, and other forms of academic material on various online platforms. Additionally, students may practice speaking professionally, such as in preparation for interviews and within college or career environments. English 3 students conduct shorter and more sustained research to answer questions or solve problems, such as available college and career opportunities.

*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

Overarching Expectations (OE)

<u>ELA.E3.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.E3.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.E3.OE.3</u>	Make inferences to support comprehension.
<u>ELA.E3.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.E3.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.E3.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy (F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**

ELA.E3.AOR.1.1 Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.

ELA.E3.AOR.1.2 Evaluate an author's use of figurative language within and across texts.

Indicator Insights:

ELA.E3.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

ELA.E3.AOR.1.2 English 3 advances from analyzing (in English 2) to evaluating an author's use and the impact of *figurative language*. Refer to the glossary for more information.

Within and across texts can refer to one or more texts.

ELA.AOR.2: **Evaluate and critique the development of themes and central ideas within and across texts.**

ELA.E3.AOR.2.1 Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.

ELA.E3.AOR.2.2 Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.

Indicator Insights:

ELA.E3.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E3.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

ELA.AOR.3: **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**

ELA.E3.AOR.3.1 Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).

Indicator Insight: none

ELA.AOR.4: **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**

ELA.E3.AOR.4.1 Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.

Indicator Insight:

ELA.E3.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

ELA.AOR.5: **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

ELA.E3.AOR.5.1 Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.

ELA.E3.AOR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.

ELA.E3.AOR.5.3 Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information.

Indicator Insights:

ELA.E3.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

ELA.E3.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.E3.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

ELA.E3.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:

- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;
- use background or prior knowledge to determine or clarify the meanings of words; and
- consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Indicator Insight: none

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

ELA.E3.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- interpret figures of speech (e.g., understatement) in context and analyze how they function within a text;
- analyze nuances in the meanings of words with similar denotation; and

- c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

Indicator Insight:

ELA.E3.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.E3.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.E3.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.E3.AOR.10.1 Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u> <u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>	
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|--------------|---|
| ELA.E3.R.1.1 | Conduct short and more sustained research to answer questions or solve a problem(s) by: <ul style="list-style-type: none">a. answering self-generated questions about a topic(s) while using a variety of sources; andb. refining the scope of inquiry as relevant to the topic(s), purpose, and audience. |
| ELA.E3.R.1.2 | Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry. |
| ELA.E3.R.1.3 | Analyze findings to determine relevance to the topic(s) and purpose of inquiry. |
| ELA.E3.R.1.4 | Synthesize and logically organize findings as relevant to the purpose and audience. |
| ELA.E3.R.1.5 | Follow a standard academic style guide for citation to avoid plagiarism. |

Indicator Insights:

ELA.E3.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E3.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.E3.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:
- introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
 - develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;
 - use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;
 - use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
 - establish and maintain a writing style appropriate to the task and audience; and
 - provide a concluding statement or section that supports the argument presented.

Indicator Insight:

ELA.E3.C.1.1 Refer to ELA.E3.AOR.5.3 for insight into how and when students evaluate multiple arguments.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.E3.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
- introduce a topic and organize complex concepts and information;
 - develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
 - use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
 - use precise language and vocabulary appropriate to the complexity of the topic;
 - establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
 - provide a concluding statement or section that supports the information presented.

Indicator Insights:

ELA.E3.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as

vocabulary appropriate to the complexity of the topic.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.E3.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
 - engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;
 - develop a clear progression of experiences or events;
 - use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
 - use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
 - provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

Indicator Insight:

ELA.E3.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.E3.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
- apply knowledge of rules for capitalization and punctuation;
 - apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
 - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

Indicator Insight:

ELA.E3.C.4.1. Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

- ELA.E3.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**
ELA.E3.C.6.1 *This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.E3.C.7.1 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);
- convey a perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- create, share, and/or publish multimedia texts through a range of formats for publication.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.E3.C.8.1 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

- engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Indicator Insight:

ELA.E3.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.E3.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and
- evaluate the effectiveness and validity of the information and supporting evidence being presented; and
- analyze the speaker's information while identifying any logical fallacies and biases that may be present.

Indicator Insight: none

English 4 Standards

“A good head and a good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”

Nelson Mandela

Students entering English 4 are demonstrating critical thinking skills, problem-solving skills, and creativity. English 4 students should be efficient readers, writers, and communicators, and should communicate through a variety of modes to analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 4 students are expected to demonstrate proficiency of the overarching ELA standards and be college or career ready. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

English 4 students must be able to use a myriad of writing skills and techniques to communicate with a variety of audiences. Students in English 4 must also have refined research skills to prepare them for the various demands of college and/or career. English 4 students should be able to evaluate and critique the validity and credibility of a variety of print and multimedia texts, and appropriately participate in group discussions. English 4 students should be provided with multiple opportunities speaking and presenting information to groups and individuals.

English 4 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, allegories, parodies, monologues, short stories, novels, and graphic novels. Students in English 4 should also read expository, persuasive, and informational texts that can include, but are not limited to historical and government documents, research reports, historical and political essays, scientific essays, literary analyses, news articles, speeches, reviews, contracts, and business forms. Students may also examine documentaries, podcasts, commercials, infographics, visual performances, and other forms of multimedia texts.

Throughout the year, English 4 students refine their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. To prepare for college and career readiness, students write resumes, cover letters, and college application essays. In narrative writing, English 4 students continue to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 4 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may practice or continue to develop various types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, college essays, annotated bibliographies, and other forms of academic material on online platforms. Additionally, students may practice speaking professionally, such as for interviews and within college or career environments. Students in English 4 conduct shorter and more sustained research to answer questions or solve problems, such as available college and career opportunities.

Overarching Expectations (OE)

<u>ELA.E4.OE.1</u>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<u>ELA.E4.OE.2</u>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<u>ELA.E4.OE.3</u>	Make inferences to support comprehension.
<u>ELA.E4.OE.4</u>	Collaborate with others and use active listening skills.
<u>ELA.E4.OE.5</u>	Cite evidence to explain and justify reasoning.
<u>ELA.E4.OE.6</u>	Create quality work by adhering to an accepted format.

Indicator Insight: The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

Foundations of Literacy(F)

There are no Foundations of Literacy standards or indicators at this grade level.

Applications of Reading (AOR)

ELA.AOR.1: **Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.**

ELA.E4.AOR.1.1 Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.

ELA.E4.AOR.1.2 Evaluate and critique an author's use of figurative language within and across text(s).

Indicator Insights:

ELA.E4.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

Within and across texts can refer to one or more texts.

ELA.AOR.2: **Evaluate and critique the development of themes and central ideas within and across texts.**

ELA.E4.AOR.2.1 Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.

ELA.E4.AOR.2.2 Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.

Indicator Insights:

ELA.E4.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E4.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

ELA.AOR.3: **Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.**

ELA.E4.AOR.3.1 Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.

Indicator Insight: none

ELA.AOR.4: **Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.**

ELA.E4.AOR.4.1 Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.

Indicator Insight:

ELA.E4.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

ELA.AOR.5: **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

- ELA.E4.AOR.5.1 Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.
- ELA.E4.AOR.5.2 Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
- ELA.E4.AOR.5.3 Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author’s use of information.

Indicator Insights:

ELA.E4.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

ELA.AOR.6: **Summarize and paraphrase text to support comprehension and understanding.**

- ELA.E4.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

Indicator Insight:

ELA.E4.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.AOR.7: **Determine or clarify the meaning of unknown and multiple-meaning words and phrases.**

- ELA.E4.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:
- use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases;
 - use background or prior knowledge to determine or clarify the meanings of words; and
 - consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

Indicator Insight: none

ELA.AOR.8: **Analyze word relationships and nuances in word meanings within literary and informational texts.**

- ELA.E4.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
- interpret figures of speech (e.g., irony) in context and analyze how they function within a text;
 - analyze nuances in the meanings of words with similar denotation; and

- c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

Indicator Insight:

ELA.E4.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

ELA.AOR.9: **Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.**

ELA.E4.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

Indicator Insight:

ELA.E4.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

ELA.AOR.10: **Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.**

ELA.E4.AOR.10.1 Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.

Indicator Insight: none

Research(R)

<u>ELA.R.1:</u>	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
ELA.E4.R.1.1	Conduct short and more sustained research to answer questions or solve problems by: a. answering self-generated questions about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ELA.E4.R.1.2	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.E4.R.1.3	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E4.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E4.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

Indicator Insights:

ELA.E4.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E4.R.1.5 Refer to OE.5 for more information about citing sources.

Written and Oral Communications (C)

ELA.C.1: **Write arguments to support claims with clear reasons and relevant evidence.**

- ELA.E4.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:
- introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;
 - develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audience's knowledge level and possible biases;
 - use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;
 - use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;
 - establish and maintain a writing style appropriate to the task and audience; and
 - provide a concluding statement or section that supports the argument presented.

Indicator Insight:

ELA.E4.C.1.1 Refer to ELA.E4.AOR.5.3 for insight into how and when students evaluate and critique multiple arguments.

ELA.C.2: **Write informative/expository texts to analyze and explain complex ideas and information.**

- ELA.E4.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
- introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;
 - develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
 - use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
 - use precise language and vocabulary appropriate to the complexity of the topic;
 - establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
 - provide a concluding statement or section that supports the information presented.

Indicator Insights:

ELA.E4.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets,

projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.

ELA.C.3: **Write narratives to develop real or imagined experiences using effective techniques.**

- ELA.E4.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;
 - engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;
 - use a variety of techniques to sequence events and build toward a particular tone;
 - use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;
 - use precise words and language to develop the experiences, events, setting, and/or characters; and
 - provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.

Indicator Insight:

ELA.E4.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

ELA.C.4: **Demonstrate command of standard English grammar and conventions when writing.**

- ELA.E4.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:
- apply knowledge of rules for capitalization and punctuation;
 - apply knowledge of usage to revise sentence fragments and run-on sentences; and
 - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

Indicator Insight:

ELA.E4.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

ELA.C.5: **Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

ELA.E4.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.

Indicator Insight: none

ELA.C.6: **Write independently and legibly for a variety of tasks and purposes.**
ELA.E4.C.6.1 *This standard is not directly addressed after fifth grade.*

Indicator Insight: none

ELA.C.7: **Organize and communicate ideas through a range of formats to engage a variety of audiences.**

ELA.E4.C.7.1 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);
- convey a perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- create, share, and/or publish multimedia texts through a range of formats for publication.

Indicator Insight: none

ELA.C.8: **Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.**

ELA.E4.C.8.1 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:

- engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Indicator Insight:

ELAE4.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

ELA.C.9: **Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.E4.C.9.1 Using multimedia, a live presentation, and/or a printed transcript of a presentation:

- evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and

- b. evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and
- c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.

Indicator Insight: none

Appendix A: Foundations of Literacy Standards, Grade Band Articulation

Foundations of Literacy (F)

Standard ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

Code	Kindergarten	First Grade	Second Grade
ELA.F.1.1	Count the number of words in a spoken sentence.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.1.2	Recognize alliterative spoken words.	Produce alliterative spoken words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.3	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.4	Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words.	Delete and add a syllable within a spoken word including compound words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.5	Blend and segment onsets and rimes of single syllable spoken words.	Blend and segment onsets and rimes of multisyllabic words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.6	Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.1.7	Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes and say the resulting word.	Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.

Foundations of Literacy (F)

Standard ELA.F.2: Demonstrate knowledge of the organization and basic concepts of print.

Code	Kindergarten	First Grade	Second Grade
ELA.F.2.1	Locate a book's front cover, back cover, title page, and where to begin reading.	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	<i>There is not an indicator for second grade.</i>
ELA.F.2.2	Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.2.3	Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.2.4	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.2.5	Identify letters and words within sentences.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>

Foundations of Literacy (F)

Standard ELA.F.3: Know and apply phonics and word analysis skills in decoding and encoding words.

Code	Kindergarten	First Grade	Second Grade
ELA.F.3.1	Identify, name, and form all upper and lowercase letters with automaticity.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.3.2	Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.3.3	Produce one-to-one letter-sound correspondences for each consonant with automaticity.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.3.4	Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: <ol style="list-style-type: none"> in a closed syllable (VC: at; CVC: bat); in an open syllable (e.g. he, so, me, go, hi); and in a vowel-consonant-e (VCe) syllable with prompting and support. 	Identify the vowel and produce the vowel sound in a printed syllable or word to: <ol style="list-style-type: none"> decode and encode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; decode regularly spelled one-syllable words with vowel-r syllables (ar, er, ir, or, and ur); and decode two-syllable words using knowledge of syllables (closed, open, vowel-consonant-e, vowel-r, common vowel 	Identify the vowel in a printed syllable or word to: <ol style="list-style-type: none"> decode multisyllabic words with common syllable patterns (closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).

Code	Kindergarten	First Grade	Second Grade
		teams, and consonant-le), including compound words that fit multiple syllable types. * *With prompting and support	
ELA.F.3.5	Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.3.6	Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words.	Delete, add, and substitute the initial, middle, and end letters in words to build or make new words.	Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words.
ELA.F.3.7	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	Read a two-syllable word by breaking the word into syllables.	Use knowledge of how syllables work to read multisyllabic words.
ELA.F.3.8	Decode and encode words using: a. VC; b. CV; c. CVC; d. consonant digraphs (ch, sh, th, wh); and e. combination (e.g., qu).	Decode and encode words using: a. onset/rime*; b. consonant blends (initial and final); c. consonant digraphs (ch, sh, th, wh, ph, ck); d. trigraphs (e.g. -tch, -dge); e. combination (e.g., qu); f. VCe; g. r-controlled vowels (e.g., ar, er, ir, or, ur); h. common inflectional endings that do not change the base word (e.g., -s, -ed);	Decode and encode multisyllabic words using: a. consonant digraphs (sh, th, ch, wh, ph, ck); b. combination (e.g., qu); c. three-consonant blends (e.g., str-, scr-); d. blends containing digraphs (e.g., thr-, -nch); e. trigraphs (e.g., -tch, -dge); f. variable vowel teams and vowel diphthongs (oi, oy; ou, ow; au,

Code	Kindergarten	First Grade	Second Grade
		<ul style="list-style-type: none"> i. contractions with am, is, has, and not; j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *; k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *; l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind) *; m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *; n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass) *; and o. words with final /v/ sound, using 	<ul style="list-style-type: none"> aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur); h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es); i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y); k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words; l. words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym); m. words with silent

Code	Kindergarten	First Grade	Second Grade
		<p>knowledge that no English word ends with a v. (e.g. have, give, save).</p> <p>*With prompting and support</p>	<p>letter combinations. (e.g., kn, wr, gn, mb, gh); and</p> <p>n. contractions with am, is, has, not, have, would, and will (e.g., I'm, he's, she's, isn't, don't, I've, he'd, they'll),</p>

Foundations of Literacy (F)

Standard ELA.F.4: Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.

Code	Kindergarten	First Grade	Second Grade
ELA.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.F.4.2	Read texts orally with accuracy and expression.	Read texts orally with accuracy, appropriate rate, and expression.	Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.F.4.3	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition.	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting.	Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self-correcting.

Code	Third Grade	Fourth Grade	Fifth Grade
ELA.F.4.1	<i>There is not an indicator for third grade.</i>	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>
ELA.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.F.4.3	Read by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>

	<p>by analogy;</p> <p>c. recognizing chunks including familiar prefixes, suffixes or the first syllable of the word;</p> <p>d. generalizing phonic skills to unknown words; and</p> <p>e. using context and visuals from the text to support monitoring and self-correcting.</p>		
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Appendix B: Vertical Progression of Spiraled Standards

The Vertical Progression of Spiraled Standards provides educators with a framework to assist with vertical planning and to enable scaffolds for students who may need extra support. The vertical progressions are presented in tables to reflect the process of “begin with the end in mind,” meaning each table begins with the overarching standard (the goal for students when they graduate high school) and then back maps from English 4 to kindergarten, allowing educators to focus on learning goals throughout a student’s K-12 education. This presentation also allows educators to quickly view the progression in skills and language, including when key terms are introduced. Key terms are presented in bold as they are introduced into the language of the grade-level indicators.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Code	Literary Elements
ELA.E4.AOR.1.1	Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
ELA.E3.AOR.1.1	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.
ELA.E2.AOR.1.1	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.
ELA.E1.AOR.1.1	Analyze how perspective , context , and/or key elements deepen meaning or enhance style .
ELA.8.AOR.1.1	Analyze how key elements contribute to the meaning of the text as a whole.
ELA.7.AOR.1.1	Analyze how lines of dialogue , specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
ELA.6.AOR.1.1	Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning .
ELA.5.AOR.1.1	Analyze how setting, characters, and conflict impact plot development.
ELA.4.AOR.1.1	Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.
ELA.3.AOR.1.1	Explain how one or more characters develop throughout the plot.
ELA.2.AOR.1.1	Describe the main story elements and sequence the important events.
ELA.1.AOR.1.1	Identify and describe the main story elements , such as character(s), setting, and events that move the plot forward.
ELA.K.AOR.1.1	Identify and describe the main character(s) , setting , and events that move the plot forward.

Applications of Reading (AOR)

ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Code	Figurative Language
ELA.E4.AOR.1.2	Evaluate and critique an author's use of figurative language within and across text(s).
ELA.E3.AOR.1.2	Evaluate an author's use of figurative language within and across texts.
ELA.E2.AOR.1.2	Analyze an author's use of figurative language in a text(s); explain an author's use of allegory .
ELA.E1.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of allusion .
ELA.8.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of symbolism .
ELA.7.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning.
ELA.6.AOR.1.2	Explain how figurative language impacts mood, tone , and meaning.
ELA.5.AOR.1.2	Analyze how figurative language impacts meaning and contributes to the reader's experience.
ELA.4.AOR.1.2	Determine and explain how figurative language impacts meaning and contributes to the reader's experience.
ELA.3.AOR.1.2	Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole , and idioms.
ELA.2.AOR.1.2	Identify and explain the purpose of forms of figurative language to include similes, personification , and idioms.
ELA.1.AOR.1.2	Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery .
ELA.K.AOR.1.2	Identify forms of figurative language to include alliteration and onomatopoeia , as well as descriptive words and rhyme in text.

Applications of Reading (AOR)

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

Code	Theme
ELA.E4.AOR.2.1	Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E3.AOR.2.1	Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E2.AOR.2.1	Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures .
ELA.E1.AOR.2.1	Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.
ELA.8.AOR.2.1	Analyze how key details contribute to the development of two or more themes within and across literary texts.
ELA.7.AOR.2.1	Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).
ELA.6.AOR.2.1	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.
ELA.5.AOR.2.1	Explain the development of an explicit or implied theme over the course of a literary text.
ELA.4.AOR.2.1	Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.
ELA.3.AOR.2.1	Identify and explain an explicit theme in a literary text and how it is developed by key details .
ELA.2.AOR.2.1	Identify and explain an explicit theme in a literary text.
ELA.1.AOR.2.1	Retell a story using main story elements and identify a lesson in a literary text.
ELA.K.AOR.2.1	Retell familiar stories using main story elements in a literary text.

Applications of Reading (AOR)

ELA.AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.

Code	Central Idea
ELA.E4.AOR.2.2	Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.
ELA.E3.AOR.2.2	Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures .
ELA.E2.AOR.2.2	Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.
ELA.E1.AOR.2.2	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.
ELA.8.AOR.2.2	Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.
ELA.7.AOR.2.2	Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.
ELA.6.AOR.2.2	Analyze how supporting details contribute to the development of two or more central ideas within and across informational text.
ELA.5.AOR.2.2	Explain the development of a stated or implied central idea over the course of an informational text.
ELA.4.AOR.2.2	Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.
ELA.3.AOR.2.2	Determine and explain a stated central idea and supporting details in an informational text.
ELA.2.AOR.2.2	Identify and explain a central idea and supporting details in an informational text.
ELA.1.AOR.2.2	Identify a central idea and supporting details in an informational text.
ELA.K.AOR.2.2	Retell familiar texts by identifying the topic and supporting details in an informational text.

Applications of Reading (AOR)

ELA.AOR.3: Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.

Code	Point of View and Perspective in Literary Texts
ELA.E4.AOR.3.1	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement , or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.
ELA.E3.AOR.3.1	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire , sarcasm, or irony) in order to understand the perspective(s).
ELA.E2.AOR.3.1	Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).
ELA.E1.AOR.3.1	Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).
ELA.8.AOR.3.1	Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery , tension , and/or suspense .
ELA.7.AOR.3.1	a. Explain the influence of a narrator(s), including an unreliable narrator(s) , and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.
ELA.6.AOR.3.1	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.
ELA.5.AOR.3.1	a. Explain how the point of view from which a story is narrated influences how events are described; and b. explain how an author reveals one or more characters' perspectives in a literary text.
ELA.4.AOR.3.1	a. Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person ; and b. explain how different characters' perspectives impact a literary text.
ELA.3.AOR.3.1	Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.
ELA.2.AOR.3.1	Identify different characters' perspectives in a literary text.
ELA.1.AOR.3.1	Identify and explain who is telling the story at various points in the story.
ELA.K.AOR.3.1	Identify and explain the roles of the author and the illustrator of a story.

Applications of Reading (AOR)

ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Code	Perspective and Purpose in Informational Texts
ELA.E4.AOR.4.1	Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.
ELA.E3.AOR.4.1	Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.
ELA.E2.AOR.4.1	Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.
ELA.E1.AOR.4.1	Analyze an author’s perspective or purpose in a text, and analyze how the author’s rhetoric contributes to the effectiveness of the text.
ELA.8.AOR.4.1	Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.
ELA.7.AOR.4.1	Determine an author’s perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.
ELA.6.AOR.4.1	Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.
ELA.5.AOR.4.1	Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.
ELA.4.AOR.4.1	Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.
ELA.3.AOR.4.1	Determine and explain an author’s purpose (e.g., what an author wants to answer, explain, or describe); identify an author’s perspective on a topic .
ELA.2.AOR.4.1	Identify and explain an author’s purpose in a text, including what the author wants to answer, explain, or describe.
ELA.1.AOR.4.1	Distinguish between information provided by illustrations or pictures and information provided by the words in a text.
ELA.K.AOR.4.1	Identify and explain the roles of the author and the illustrator in an informational text.

Applications of Reading (AOR)

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Code	Literary Text Structure
ELA.E4.AOR.5.1	Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.
ELA.E3.AOR.5.1	Analyze how an author uses diction, syntax , and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.
ELA.E2.AOR.5.1	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise .
ELA.E1.AOR.5.1	Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.
ELA.8.AOR.5.1	Determine and explain how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense .
ELA.7.AOR.5.1	Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning .
ELA.6.AOR.5.1	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot .
ELA.5.AOR.5.1	Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.
ELA.4.AOR.5.1	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).
ELA.3.AOR.5.1	Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.
ELA.2.AOR.5.1	Describe the basic structure of a literary text (e.g., narrative, drama, and poem).
ELA.1.AOR.5.1	Identify and explain the differences between texts that tell stories and texts that provide information.
ELA.K.AOR.5.1	Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry .

Applications of Reading (AOR)

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Code	Informational Text Features and Structures
ELA.E4.AOR.5.2	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.
ELA.E3.AOR.5.2	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.
ELA.E2.AOR.5.2	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.
ELA.E1.AOR.5.2	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.
ELA.8.AOR.5.2	Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.
ELA.7.AOR.5.2	Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.
ELA.6.AOR.5.2	Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.
ELA.5.AOR.5.2	Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.
ELA.4.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast .
ELA.3.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect .
ELA.2.AOR.5.2	Explain how text features contribute to meaning in an informational text; identify the text structure of sequence .
ELA.1.AOR.5.2	Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.
ELA.K.AOR.5.2	Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.

Applications of Reading (AOR)

ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Code	Argument and Rhetoric
ELA.E4.AOR.5.3	Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author's use of information.
ELA.E3.AOR.5.3	Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author's reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author's use of information.
ELA.E2.AOR.5.3	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author's reasoning, rhetoric, and/or validity of claims .
ELA.E1.AOR.5.3	Analyze an author's argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.
ELA.8.AOR.5.3	Trace the development of an author's argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.
ELA.7.AOR.5.3	Trace the development of an author's argument while explaining the types of reasoning and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.
ELA.6.AOR.5.3	Trace the development of an author's argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.
ELA.5.AOR.5.3	Determine an author's argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.
ELA.4.AOR.5.3	Explain an author's use of reasons and evidence to support a claim(s) in an informational text.
ELA.3.AOR.5.3	Identify an author's claim , and explain how an author uses reasons to support that claim in an informational text.
ELA.2.AOR.5.3	Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.
ELA.1.AOR.5.3	Identify and explain the differences between facts and opinions about a topic in an informational text.
ELA.K.AOR.5.3	Identify an author's opinion about a topic in an informational text.

Applications of Reading (AOR)

ELA.AOR.6: Summarize and paraphrase text to support comprehension and understanding.

Code	Summarizing and Paraphrasing
ELA.E4.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.E3.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.E2.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.E1.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.8.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.7.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.6.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.5.AOR.6.1	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.
ELA.4.AOR.6.1	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.
ELA.3.AOR.6.1	Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and supporting details for an informational text.
ELA.2.AOR.6.1	Retell a text to enhance comprehension: a. include main story elements in a logical sequence for a literary text; and b. include a central idea and supporting details for an informational text.
ELA.1.AOR.6.1	Retell a text orally and in writing to enhance comprehension: a. include main story elements at the beginning, middle, and end for a literary text; and b. include a central idea and supporting details for an informational text.
ELA.K.AOR.6.1	Retell a text orally to enhance comprehension: a. include main character(s), setting, and important events for a story; and b. include topic and supporting details for an informational text.

Applications of Reading (AOR)

ELA.AOR.7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Code	Determining Meaning
ELA.E4.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
ELA.E3.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
ELA.E2.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
ELA.E1.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
ELA.8.AOR.7.1	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of

Code	Determining Meaning
	<p>words and phrases;</p> <p>b. use background or prior knowledge to determine or clarify the meanings of words; and</p> <p>c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</p>
ELA.7.AOR.7.1	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <p>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</p> <p>b. use background or prior knowledge to determine or clarify the meanings of words; and</p> <p>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</p>
ELA.6.AOR.7.1	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.</p> <p>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</p> <p>b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and</p> <p>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</p>
ELA.5.AOR.7.1	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <p>a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases;</p> <p>b. consult print and digital reference materials to build and integrate background knowledge; and</p> <p>c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</p>
ELA.4.AOR.7.1	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <p>a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase;</p> <p>b. consult print and digital reference materials to build and integrate background knowledge; and</p> <p>c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</p>
ELA.3.AOR.7.1	<p>Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <p>a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;</p>

Code	Determining Meaning
	<ul style="list-style-type: none"> b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.
ELA.2.AOR.7.1	<p>Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. use reference materials to build and integrate background knowledge; c. use glossaries and dictionaries to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, reading, and responding to texts.
ELA.1.AOR.7.1	<p>Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase; b. use provided reference materials to build and integrate background knowledge; c. use provided reference materials to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, being read to, and responding to texts.
ELA.K.AOR.7.1	<p>Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; and b. use words and phrases acquired through conversations, being read to, and responding to texts.

Applications of Reading (AOR)

ELA.AOR.8: Analyze word relationships and nuances in word meanings within literary and informational texts.

Code	Word Meaning Within Text
ELA.E4.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., irony) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
ELA.E3.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., understatement) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
ELA.E2.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
ELA.E1.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., pun) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).
ELA.8.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text; b. determine the relationship between particular words to better understand each of the words; and c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

Code	Word Meaning Within Text
ELA.7.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: <ul style="list-style-type: none"> a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).
ELA.6.AOR.8.1	Interpret an author’s use of figurative, connotative , and technical language in literary, informational, and multimedia texts: <ul style="list-style-type: none"> a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).
ELA.5.AOR.8.1	Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts: <ul style="list-style-type: none"> a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
ELA.4.AOR.8.1	Determine an author’s use of figurative and technical language in grade-level literary, informational, and multimedia texts: <ul style="list-style-type: none"> a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. explain the meaning of commonly occurring similes, metaphors, and idioms; and c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.
ELA.3.AOR.8.1	Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts: <ul style="list-style-type: none"> a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. identify real-life connections between words and their use (e.g., describe people who are helpful); and c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.
ELA.2.AOR.8.1	Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts: <ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; and b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny).
ELA.1.AOR.8.1	Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:

Code	Word Meaning Within Text
	<ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and c. define words by their category and simple attributes (e.g., an owl is a bird that flies).
ELA.K.AOR.8.1	<p>Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

Applications of Reading (AOR)

ELA.AOR.9: Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Code	Morphology
ELA.E4.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E3.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E2.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E1.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.8.AOR.9.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.
ELA.7.AOR.9.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.
ELA.6.AOR.9.1	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.
ELA.5.AOR.9.1	Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.
ELA.4.AOR.9.1	Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.
ELA.3.AOR.9.1	Identify and use derivational morphemes , prefixes, suffixes , and phonic patterns to determine the meaning of words in grade-level content.
ELA.2.AOR.9.1	Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.
ELA.1.AOR.9.1	Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.
ELA.K.AOR.9.1	Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.

Applications of Reading (AOR)

ELA.AOR.10: Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

Code	Print and Non-Print Formats
ELA.E4.AOR.10.1	Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.
ELA.E3.AOR.10.1	Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.
ELA.E2.AOR.10.1	Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.
ELA.E1.AOR.10.1	Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.
ELA.8.AOR.10.1	Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media's portrayal of the text or subject impacts the audience.
ELA.7.AOR.10.1	Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and analyze how each media's portrayal of the text or subject impacts the audience.
ELA.6.AOR.10.1	Analyze a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media's portrayal of the text or subject impacts the audience .
ELA.5.AOR.10.1	Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject.
ELA.4.AOR.10.1	Determine and explain how visuals (e.g., illustrations, photographs, maps) and/or multimedia elements (e.g., video, audio) contribute to the meaning of a print or non-print text.
ELA.3.AOR.10.1	Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.
ELA.2.AOR.10.1	Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.
ELA.1.AOR.10.1	Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.
ELA.K.AOR.10.1	Describe the relationship between visuals (e.g., illustrations, photographs) and the text.

Research (R)

ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Code	Investigating and Refining Knowledge
ELA.E4.R.1.1	Conduct short and more sustained research to answer questions or solve problems by: <ol style="list-style-type: none"> answering self-generated questions about a topic(s) while using a variety of sources; and refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ELA.E4.R.1.2	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.E4.R.1.3	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E4.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E4.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.E3.R.1.1	Conduct short and more sustained research to answer questions or solve a problem(s) by: <ol style="list-style-type: none"> answering self-generated questions about a topic(s) while using a variety of sources; and refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ELA.E3.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.E3.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E3.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E3.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.E2.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: <ol style="list-style-type: none"> answering a self-generated question(s) about a topic(s) while using a variety of sources; and refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
ELA.E2.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and audience .

Code	Investigating and Refining Knowledge
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.E1.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: <ul style="list-style-type: none"> a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.
ELA.E1.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.E1.R.1.3	Analyze findings to determine relevance to the topic and purpose of inquiry.
ELA.E1.R.1.4	Logically organize findings as relevant to the purpose.
ELA.E1.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.8.R.1.1	Conduct short and more sustained research by: <ul style="list-style-type: none"> a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.
ELA.8.R.1.2	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.8.R.1.3	Analyze findings to determine relevance to the topic.
ELA.8.R.1.4	Logically organize findings as relevant to the purpose .
ELA.8.R.1.5	Cite sources to avoid plagiarism.
ELA.7.R.1.1	Conduct short and more sustained research by: <ul style="list-style-type: none"> a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.
ELA.7.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).
ELA.7.R.1.3	Determine which source(s) and/or information is relevant to the topic.
ELA.7.R.1.4	Logically organize findings.
ELA.7.R.1.5	Cite sources to avoid plagiarism.
ELA.6.R.1.1	Conduct short and more sustained research for inquiry by: <ul style="list-style-type: none"> a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic.
ELA.6.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).
ELA.6.R.1.3	Determine which source(s) and/or information is relevant to the topic.
ELA.6.R.1.4	Logically organize findings.
ELA.6.R.1.5	Cite sources to avoid plagiarism.

Code	Investigating and Refining Knowledge
ELA.5.R.1.1	Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources .
ELA.5.R.1.2	Determine the credibility of the source(s) consulted and use the most credible source(s).
ELA.5.R.1.3	Determine which information is relevant to the topic.
ELA.5.R.1.4	Logically group related findings.
ELA.5.R.1.5	Cite sources to avoid plagiarism.
ELA.4.R.1.1	Conduct short research for inquiry by: a. generating a question about a topic ; and b. examining a provided source .
ELA.4.R.1.2	Determine the credibility of a provided source .
ELA.4.R.1.3	Determine which information is relevant to the topic .
ELA.4.R.1.4	Group related findings .
ELA.4.R.1.5	Cite sources to avoid plagiarism.
ELA.3.R.1.1	Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.
ELA.3.R.1.2	Group findings from a provided print or non-print source.
ELA.3.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.3.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.3.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.2.R.1.1	Ask and answer questions about print and non-print sources to narrow or broaden thinking .
ELA.2.R.1.2	Sequence information from a provided print or non-print source.
ELA.2.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.2.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.2.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.1.R.1.1	Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.
ELA.1.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.1.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.1.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.1.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.K.R.1.1	Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.
ELA.K.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.K.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>

Code	Investigating and Refining Knowledge
ELA.K.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.K.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

Written and Oral Communications (C)

ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.

Code	Argumentative Writing
ELA.E4.C.1.1	<p>Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ol style="list-style-type: none">introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audience's knowledge level and possible biases;use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;establish and maintain a writing style appropriate to the task and audience; andprovide a concluding statement or section that supports the argument presented.
ELA.E3.C.1.1	<p>Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ol style="list-style-type: none">introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;establish and maintain a writing style appropriate to the task and audience; andprovide a concluding statement or section that supports the argument presented.
ELA.E2.C.1.1	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ol style="list-style-type: none">introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between

Code	Argumentative Writing
	<p>claims, counterclaim(s), reasons, and evidence;</p> <ul style="list-style-type: none"> c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented.
ELA.E1.C.1.1	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute at least one counterclaim with relevant evidence; c. create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; d. link the major sections of the text cohesively; e. establish a tone and style appropriate to the purpose; and f. provide a concluding statement or section that supports the argument presented.
ELA.8.C.1.1	<p>Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources; b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence; c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence; d. establish and maintain a tone appropriate to the task and audience; and e. provide a concluding statement or section that supports the argument presented.
ELA.7.C.1.1	<p>Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s); c. acknowledge a counterclaim; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationships between claims and reasons; f. provide a concluding statement or section that supports the argument presented.
ELA.6.C.1.1	<p>Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> a. introduce a claim and organize the reasons and evidence clearly;

Code	Argumentative Writing
	<ul style="list-style-type: none"> b. support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s); c. acknowledge an alternative perspective; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationship(s) between claim and reasons; and f. provide a concluding statement or section that follows from the argument presented.
ELA.5.C.1.1	<p>Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.
ELA.4.C.1.1	<p>Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section.
ELA.3.C.1.1	<p>Write opinion pieces about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic; include an opinion statement; b. include reasons supported by details from a provided source; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement.
ELA.2.C.1.1	<p>Write opinion pieces about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce an opinion and include reasons with details to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement.
ELA.1.C.1.1	<p>Write opinion pieces about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate transitions; and c. provide a concluding statement or idea.
ELA.K.C.1.1	<p>Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.</p>

Written and Oral Communications (C)

ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.

Code	Informative/Expository Writing
ELA.E4.C.2.1	<p>Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ol style="list-style-type: none">introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;use precise language and vocabulary appropriate to the complexity of the topic;establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; andprovide a concluding statement or section that supports the information presented.
ELA.E3.C.2.1	<p>Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ol style="list-style-type: none">introduce a topic and organize complex concepts and information;develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;use precise language and vocabulary appropriate to the complexity of the topic;establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; andprovide a concluding statement or section that supports the information presented.
ELA.E2.C.2.1	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ol style="list-style-type: none">introduce a topic and organize complex ideas and concepts to make important connections and distinctions;develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;use precise language and vocabulary appropriate to the complexity of

Code	Informative/Expository Writing
	<p>the topic;</p> <ul style="list-style-type: none"> e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented.
ELA.E1.C.2.1	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. use a tone and style appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.
ELA.8.C.2.1	<p>Write informative texts to examine a topic and analyze information from multiple sources. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use varied transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.
ELA.7.C.2.1	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use appropriate transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented.

Code	Informative/Expository Writing
ELA.6.C.2.1	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ol style="list-style-type: none"> introduce a topic clearly and organize information logically; develop the topic with relevant facts, definitions, details, quotes, or other information and examples; use appropriate transitions to clarify the relationships among ideas and concepts; use precise language and vocabulary to inform or to explain the topic; and provide a concluding statement or section.
ELA.5.C.2.1	<p>Write informative texts to examine a topic and convey ideas and information clearly. When writing:</p> <ol style="list-style-type: none"> introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; use precise language and vocabulary to explain the topic; use and explain information from a provided source(s); and provide a concluding statement or section.
ELA.4.C.2.1	<p>Write informative/explanatory texts to examine a topic and provide information. When writing:</p> <ol style="list-style-type: none"> introduce a topic clearly; develop the topic with facts, definitions, details, and/or quotes related to the topic; group related information into paragraphs and/or sections using transitional words and phrases to link ideas; use precise language and vocabulary to inform or explain about the topic; use and explain information from a provided source(s); and provide a concluding statement or section.
ELA.3.C.2.1	<p>Write informative/explanatory pieces to examine a topic and provide information. When writing:</p> <ol style="list-style-type: none"> introduce a topic; develop the topic with facts, definitions, and/or details related to the topic; group information and use grade-appropriate transitions to link ideas; use precise language and vocabulary to inform or explain about the topic; use and explain information from a provided source; and provide a concluding statement or section.
ELA.2.C.2.1	<p>Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:</p> <ol style="list-style-type: none"> introduce a topic; use facts and details to develop the topic; and provide a concluding statement.

Code	Informative/Expository Writing
ELA.1.C.2.1	Write informative/explanatory pieces to name a topic and provide information about the topic. When writing: a. introduce a topic; b. provide information with details to develop the topic; and c. provide a concluding statement or idea .
ELA.K.C.2.1	Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details .

Written and Oral Communications (C)

ELA.C.3: Write narratives to develop real or imagined experiences using effective techniques.

Code	Narrative Writing
ELA.E4.C.3.1	<p>Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:</p> <ol style="list-style-type: none">produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;use a variety of techniques to sequence events and build toward a particular tone;use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;use precise words and language to develop the experiences, events, setting, and/or characters; andprovide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
ELA.E3.C.3.1	<p>Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:</p> <ol style="list-style-type: none">produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;engage the reader by establishing a situation, setting up a problem or observation and establishing its significance;develop a clear progression of experiences or events;use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; andprovide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.
ELA.E2.C.3.1	<p>Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:</p> <ol style="list-style-type: none">produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;engage the reader by establishing a situation and/or setting up a problem

Code	Narrative Writing
	<p>or observation;</p> <ul style="list-style-type: none"> c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing.
ELA.E1.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.
ELA.8.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing.
ELA.7.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;

Code	Narrative Writing
	<ul style="list-style-type: none"> c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and f. provide an ending that follows logically from the narrated experiences or events.
ELA.6.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing appropriate to the task and audience; b. establish context and introduce a narrator and/or characters; c. organize a logical plot structure; d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and f. provide an ending that follows logically from the narrated experiences or events.
ELA.5.C.3.1	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.
ELA.4.C.3.1	<p>Write narratives developing real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events.
ELA.3.C.3.1	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and

Code	Narrative Writing
	d. provide an ending.
ELA.2.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting ; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.
ELA.1.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. detail events in a logical order using temporal words to signal event order (e.g., before, after); b. include details that describe actions, thoughts, and feelings ; and c. provide a sense of ending .
ELA.K.C.3.1	Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.

Written and Oral Communications (C)

ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.

Code	Grammar and Conventions
ELA.E4.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization and punctuation; b. apply knowledge of usage to revise sentence fragments and run-on sentences; and c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.E3.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization and punctuation; b. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.E2.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; c. select and use verbs with appropriate mood and tone; d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.
ELA.E1.C.4.1	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;

Code	Grammar and Conventions
	<ul style="list-style-type: none"> c. select and use verbs with appropriate mood and tone; d. use appropriate parallel structure in words, phrases, and clauses; e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.8.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission; c. use different types of verbals in sentences (gerunds, participles, infinitives); d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative); e. use appropriate parallel structure in words, phrases, and clauses; f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.7.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a comma to separate coordinate adjectives; c. use hyphenated compound words (e.g., mother-in-law); d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers; e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.
ELA.6.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses; c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class);

Code	Grammar and Conventions
	<ul style="list-style-type: none"> d. determine and correct pronouns with unclear or ambiguous antecedents; e. explain the function of definite and indefinite articles and apply to writing compound-complex sentences to add variety; f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety; g. distinguish between and use different types of phrases (prepositional and appositive); h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tenses; and i. consult print and multimedia sources to check and correct spelling.
ELA.5.C.4.1	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. consult print and multimedia sources to check and correct spelling.
ELA.4.C.4.1	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. consult print and multimedia sources to check and correct spelling.
ELA.3.C.4.1	Write and expand grammatically correct sentences (e.g., simple, compound,

Code	Grammar and Conventions
	<p>and complex) and paragraphs. When writing:</p> <ol style="list-style-type: none"> capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; use periods to punctuate abbreviations and within quotation marks; use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses; use apostrophes to create contractions; distinguish between and use interrogative and demonstrative pronouns; distinguish between and use comparative and superlative adverbs; identify and use prepositional phrases; use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; explain the function of adjectives and adverbs in simple, compound, and complex sentences; distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses; identify and revise sentence fragments and run-on sentences; and consult print and multimedia sources to check and correct spelling.
ELA.2.C.4.1	<p>Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ol style="list-style-type: none"> capitalize proper nouns (holidays, product names, and geographic names); use periods to punctuate initials and titles of people; use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks; use quotation marks to set off direct quotations and dialogue; use apostrophes to form possessives; identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating); identify and use a subject, predicate, and direct object in a sentence; and form and use compound sentences.
ELA.1.C.4.1	<p>Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ol style="list-style-type: none"> capitalize the names of people and dates (to include months and days of the week); use exclamation points, question marks, or periods to punctuate; use commas to separate single words in a series; use a comma after the day and before the year in a date; use a colon between the hour and minutes in time; identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions; form and use regular and frequently occurring irregular nouns; and

Code	Grammar and Conventions
	h. identify and use correct subject-verb agreement in simple sentences.
ELA.K.C.4.1	<p>Form and use complete simple sentences. When writing:</p> <ul style="list-style-type: none"> a. capitalize the first word in a sentence and the pronoun I; b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); c. identify and use periods to punctuate sentences; d. identify and use common singular and plural nouns; e. identify and use action verbs; and f. identify and use simple and declarative sentences.

Written and Oral Communications (C)

ELA.C.5: Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Code	Improving Writing
ELA.E4.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
ELA.E3.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.
ELA.E2.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task .
ELA.E1.C.5.1	Improve writing by planning, editing, considering feedback from adults and peers and revising to improve clarity and cohesiveness.
ELA.8.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness .
ELA.7.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.
ELA.6.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content .
ELA.5.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.4.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.3.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.2.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.1.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.K.C.5.1	With guidance and support, plan, revise, edit , and build on personal ideas and the ideas of others to strengthen writing .

Written and Oral Communications (C)

ELA.C.6: Write independently and legibly for a variety of tasks and purposes.

Code	Handwriting
ELA.E4.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.E3.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.E2.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.E1.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.8.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.7.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.6.C.6.1	<i>This standard is not directly addressed after fifth grade.</i>
ELA.5.C.6.1	Demonstrate fluent and legible cursive writing skills.
ELA.4.C.6.1	Demonstrate fluent and legible cursive writing skills.
ELA.3.C.6.1	Write in cursive all uppercase and lowercase letters.
ELA.2.C.6.1	Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.
ELA.1.C.6.1	Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.
ELA.K.C.6.1	Print all uppercase and lowercase letters , focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.

Written and Oral Communications (C)

ELA.C.7: Organize and communicate ideas through a range of formats to engage a variety of audiences.

Code	Communicating Ideas
ELA.E4.C.7.1	<p>Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:</p> <ol style="list-style-type: none"> demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); convey a perspective with clear reasoning and valid evidence; include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and create, share, and/or publish multimedia texts through a range of formats for publication.
ELA.E3.C.7.1	<p>Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:</p> <ol style="list-style-type: none"> demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); convey a perspective with clear reasoning and valid evidence; include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and create, share, and/or publish multimedia texts through a range of formats for publication.
ELA.E2.C.7.1	<p>Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:</p> <ol style="list-style-type: none"> demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); convey a clear perspective with clear reasoning and credible evidence; include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.
ELA.E1.C.7.1	<p>Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:</p> <ol style="list-style-type: none"> demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); convey a clear perspective with clear reasoning and valid evidence; include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and select and use appropriate online platforms to export multimedia texts

Code	Communicating Ideas
	for publication.
ELA.8.C.7.1	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools.
ELA.7.C.7.1	Present claims and findings , emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples . When presenting: <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools for the task, purpose, and audience.
ELA.6.C.7.1	Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting: <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences; b. convey a clear perspective and purpose; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. use appropriate digital tools for the task, purpose, and audience.
ELA.5.C.7.1	Present information orally to report on a topic or text, present an opinion , tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts . When presenting: <ul style="list-style-type: none"> a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. identify the purpose of the information being presented; and c. use digital tools to produce multimedia texts and/or visual aids with support from peers and adults.
ELA.4.C.7.1	Present information orally to report on a topic or text, tell a story, or recount an experience. When presenting: <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; and b. identify and use appropriate digital tools to enhance verbal

Code	Communicating Ideas
	communication with support from adults.
ELA.3.C.7.1	Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting: <ul style="list-style-type: none"> a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.
ELA.2.C.7.1	Present information orally to tell a story or recount an experience with appropriate facts and details . When speaking: <ul style="list-style-type: none"> a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.
ELA.1.C.7.1	Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation , conjunctions, and temporal words (e.g., before, after).
ELA.K.C.7.1	Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).

Written and Oral Communications (C)

ELA.C.8: Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.

Code	Collaboration and Perspective
ELA.E4.C.8.1	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings: a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.E3.C.8.1	Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings: a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.E2.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.E1.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.
ELA.8.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence .

Code	Collaboration and Perspective
ELA.7.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue .
ELA.6.C.8.1	Engage in structured conversations and collaborations about grade-appropriate topics and texts: a. ask questions to build on the ideas of others; and pose and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives .
ELA.5.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.
ELA.4.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.
ELA.3.C.8.1	Participate in structured conversations and collaborations about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.
ELA.2.C.8.1	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.
ELA.1.C.8.1	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.
ELA.K.C.8.1	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions ; and

Code	Collaboration and Perspective
	b. consider the ideas of others while engaging in conversations.

Written and Oral Communications (C)

ELA.C.9: Evaluate and critique ideas and concepts interactively through listening and speaking.

Code	Evaluating Ideas
ELA.E4.C.9.1	Using multimedia, a live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and b. evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.
ELA.E3.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and b. evaluate the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.
ELA.E2.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. analyze the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.
ELA.E1.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> a. determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented, identifying the possible biases of the speaker.
ELA.8.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> a. determine the effectiveness of a speaker's argument and specific claims, evaluating the speaker's reasoning and relevance of the evidence;

Code	Evaluating Ideas
	<ul style="list-style-type: none"> b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented.
ELA.7.C.9.1	<p>Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the relevance of the evidence; and b. analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.
ELA.6.C.9.1	<p>Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a. determine the effectiveness of a speaker’s argument and specific claims, distinguishing relevant and valid claims from irrelevant and invalid claims; and b. determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience.
ELA.5.C.9.1	Determine if a speaker’s argument is effective by identifying claims and explaining how they support the argument.
ELA.4.C.9.1	Identify and explain a speaker’s claim(s) and supporting reasons and evidence .
ELA.3.C.9.1	Identify a speaker’s claim and at least one supporting reason.
ELA.2.C.9.1	Identify a speaker’s opinion and at least one supporting reason .
ELA.1.C.9.1	Listen to others to ask and answer questions on a topic.
ELA.K.C.9.1	Ask and answer questions in conversation on a topic .

Appendix C: Acknowledgements

Standards Writing Committee 2021

The members of the 2021 committee considered recommendations by the review panel and worked to develop the first draft of revised standards.

Academic Specialist for Secondary English/ Language Arts, Greenville County Schools	Christie Anderson, Greenville County Schools	Jessica Bower, Lexington-Richland 5	Jennifer Bartell Boykin, Richland School District 2
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Dr. Shuniqua Hart, Calhoun County	Jennifer Hines, Abbeville 60	Kristy Jennings, Greenville County Schools	Ashley Johnson, Horry County Schools
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Melissa Murray, Beaufort	Steve Nuzum, Richland 2	Kayce Prince-Harvey, Richland 2	Dr. T. Latrece Quattlebaum, Williston School District 29
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Alexandria Swearingen, Orangeburg County School District	Rhonda Tiwari, Beaufort County Schools	Lisa-Ann Todd Edwards, Darlington County School District	Shanna Towery, Anderson School District 1

Shanna White, Limestone Charter Association			
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Standards Writing Committee 2022

The 2022 writing committee considered the review panel and Education Oversight Committee's recommendations as well as the first draft submitted by the 2021 committee and finalized the work.

Deema Abu Abdo, Lexington County School District One	Nora Biggs, York 4	Dr. Russell D. Clark, Anderson School District Two	Brittany Daniels, Richland 2
April Ergle, Saluda County Schools	Cady Faust, Horry County Schools	Erin Fox, Cherokee County	Katherine Gantt, Spartanburg District 2
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Ashley Johnson, Horry County Schools	Elinor Lister, Anderson 3	Martina McCoy, Horry County Schools	LaTonya McNeill, Richland County School District One
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Advisory Team 2022

The advisory team provided recommendations to the 2022 writing committee.

Dr. Abbey Duggins, Saluda County Schools	Dr. Barbara Foorman, Florida Center for Reading Research	Dr. Doug Reeves, Creative Leadership Solutions
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EIA and EAA Budget and Proviso Requests for FY 2023-24

Presented to EOC
December 12, 2022

Section 59-6-10 of the Education Accountability Act requires the Education Oversight Committee (EOC) to “review and monitor the implementation and evaluation of the Education Accountability Act and the Education Improvement Act programs and funding” and to “make programmatic and funding recommendations to the General Assembly.” To meet this statutory requirement, the EOC required each EIA-funded program or entity to submit a program and budget report detailing the objectives and outcomes of each program for Fiscal Years 2021-22 and 2022-23 and including any additional requests for Fiscal Year 2023-24.

Additional EIA requests for **Fiscal Year 2023-24** total \$57,798,394.

On November 16, 2022, the Board of Economic Advisors (BEA) issued updated revenue projections for FY 2023-24. The BEA identified a \$148,799,000 increase in EIA funds for FY 2023-24 and \$252,394,300 in surplus (See Table 1).

Table 1

EIA Estimate 2023-24	
1. EIA Base Appropriation 2022-23	\$1,004,596,475
2. EIA Estimate FY24 (Nov. 2022)	\$1,153,395,000
Projected NEW EIA (recurring) (2-1)	\$148,799,000
3. EIA Revised Estimate FY23 (Nov. 2022)	\$165,742,000
4. EIA FY22 Surplus	\$244,572,300
5. EIA FY22 Surplus Appropriated for FY 23	\$157,920,000
EIA Available for Appropriation in FY24 (3 + 4 - 5)	\$252,394,300

Summary of Proposed EOC Staff Recommendations for EIA 2023-24

Table 2

Nonrecurring Funds (Surplus)	
Available Funds \$252,394,300	
Name of Program	Funds
Instructional Materials	\$30,000,000
Artificial Intelligence	\$3,000,000
High Dose Tutoring (during school, after school, extended year)	\$17,653,600
Reserve Fund for Aid to Classrooms	\$100,000,000
Total Nonrecurring Funds	\$150,653,600

Table 3

Recurring Funds	
Available New Funds \$148,799,000	
Priority Items	Funds
Unfinished Learning in Math	
• Math Resources (Teach to One)	\$1,500,000
• Math Professional Development	\$3,000,000
• Getting SC Mathematics Back on Track (Math)	\$322,000
Literacy Professional Development (LETRS)	\$15,000,000
Ten additional teacher contract days in Literacy Project Schools to be used for high quality professional development provided by the SCDE	\$20,000,000
CERRA	\$1,000,000
Assessment of Reading (SCDE)	\$300,000
Additional two days added to teacher contract for professional learning	\$35,000,000
Adult Education (SCDE)	\$100,000
Career and Technology Education	\$5,000,000
Teacher Supplies	\$3,033,850
South Carolina Advanced Placement Partnership	\$1,500,000
Palmetto Gold and Silver Awards	\$7,105,000
CDEPP-SCDE	\$15,068,833
First Steps	\$455,392
Other State Agencies' Teacher Salary	\$955,350
Automotive Pre-engineering Pathway	\$1,800,000
Additional Funds held for Aid to Classrooms (in case downturn in economy)	\$30,000,000
Total Recurring Funds	\$141,140,425
Remaining Funds allocated to General Assembly for educational needs appropriation	\$7,658,575
Total New Funds	\$148,799,000

Recommendations for EIA Funding

I. EIA Surplus FY 2022-23

For the current fiscal year, the EIA surplus of non-recurring dollars is expected to be \$252,394,300.

Recommendation 1: Instructional Materials **\$30,000,000**

With the request from the South Carolina Department of Education for additional funds for instructional materials and to ensure instructional materials for schools and teachers are up-to-date and aligned with newly revised academic standards, a recommendation is made to utilize \$30,000,000 of the nonrecurring funds for instructional materials.

Recommendation 2: Artificial Intelligence **\$3,000,000**

Given the ever-growing need for trained individuals in this industry, a recommendation is made to develop, pilot, and implement a high school curriculum for high school students in an artificial intelligence career and technology program. Palmetto Partners, a collection of CEOs across SC, would serve as an advisory group to a selected vendor during the development and implementation phases. The Palmetto Partners Board decided two years ago to become involved in supporting the efforts to develop a plan to launch an initiative statewide in artificial intelligence through partnerships with the SC Department of Education and industrial partners.

The pilot project would involve research, design and development of an automotive pathway that includes computer science, coding, artificial intelligence, and other smart technology platforms to prepare students to graduate college and career ready with certifications in auto smart engineering. The program will include a four-year sequential pathway that is aligned with two- and four-year college automotive programs and includes teacher training, third party assessments, and certifications. The pathways would prepare students to be prepared to enter automotive and airline industries like Boeing, Volvo, BMW, and other related affiliate companies.

Up to four sites in South Carolina would be identified to implement the program during the pilot period. The final product would be a 2-3 yearlong program for high school students and is intended to be an additional career completer program. The estimated cost for the development of the curriculum, teacher training, and pilot program is three (3) million.

The request is for one-time funds with a provision for carry over to complete the project.

Recommendation 3: High Dose Tutoring**\$17,653,600**

High dose tutoring has emerged as an evidence-based practice that is highly effective for assisting struggling students in all academic areas.¹ For mathematics and reading, research supports students should be in groups of 3-5 with similar skill gaps for 30 minutes three times per week for a minimum of 10 weeks.

Tutors could be galvanized as Tennessee has done to include college students, community members with math background, retired teachers, and/or others. In addition, districts could use high school students with the skills and knowledge in math and/or reading to serve as tutors. Districts should choose from high quality curriculum identified by the SC Department of Education. The tutors would be trained in the curriculum and instructional strategies.

The SC Department of Education would allocate funds based on the number of students in a district that scored Not Met in either ELA or Mathematics on SC READY for 2022.

During each semester, the tutor serves 12 students for three (3) days each week for 30-60 minutes a day. A tutor would serve up to 24 students per year. High school students could serve in the afternoons or earlier in the day if their schedules permit. The cost per tutor would be \$3,600 plus fringe to equal \$5112 per year.

For both math and reading, there would be 1,956 tutors: 978 for math and 978 reading.

A total of 46,944 students could participate in the program during the regular school year.

Funds would be allocated to districts by the SCDE for students requiring more than the 10 prescribed weeks.

In addition, state approved curriculum would be provided to the districts to implement the tutoring plus the additional funds for tutor training.

The EOC would conduct an analysis of the program results.

Recommendation 4: Reserve Fund for Aid to Classrooms**\$100,000,000**

In anticipation of a financial downfall, the EOC recommends \$100,000,000 be set aside for funding Aid to Classrooms line for schools.

¹https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles
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II. EIA Projected Growth FY 2023-24

All programs funded for 2023-24 are recommended for funding at its current level.

With EIA additional requests totaling \$57,798,394 and available EIA recurring growth funding estimate of **\$148,799,000** the Subcommittee prioritized funding into three categories: (1) College and Career Ready, (2) Teacher Recruitment and Retention and (3) Unfinished Learning after Pandemic.

Priority 1: College and Career Ready

Recommendation 4: Career and Technology Education **\$5,000,000**

Currently schools are allocated approximately 20 million for career and technology education equipment. With the cost of the equipment continuing the rise, the “buying power” of districts and career centers has diminished. The EOC is recommending an additional 5 million be allocated to schools to secure equipment. Monies are to be allocated based on the same formula as the current allocation. These additional funds are specified to be used only for equipment directly related to an industry certification.

Recommendation 5: Automotive Pre-Engineering Pathway **\$1,800,000**

Advanced Automotive Pre-Engineering Pathway will provide students in grades 9-12 with a career path to enter the fast-developing smart vehicle sector supported with major investments by Boeing, BMW, Volvo and other affiliate industries. The funding allocation will provide the research, design, and development of the curriculum automotive pathway that includes computer coding, artificial intelligence, and other smart technology platforms to prepare students to graduate college and career ready with certifications in the smart engineering technology. The pathway will include a sequence of four courses aligned with two-year and four-year college programs with teacher training, third party assessment, and program certifications. The funding will provide support for four pilot sites.

Recommendation 6: South Carolina Advanced Placement Partnership **\$1,500,000**

The EOC recommends a partnership between the SC Department of Education and College Board to provide staffing, consulting expertise and technical assistance to improve college and career readiness of secondary and middle school students. This partnership aims to improve student outcomes and expand reach for all students. High schools will be provided Pre-AP courses that prepare students for success in AP courses. The Pre-P courses will increase the rigor and expectations for student performance. Pre-AP courses can also be delivered to middle schools.

Recommendation 7: SCDE Adult Education Career Services and Tech **\$100,000**

The EOC recommends an additional \$100,000 in funds for the SCDE- Office of Adult Education to focus on and assist local providers in the most impoverished areas of the state to expand career services to those who seek services through adult education. The services they seek to expand are job fairs, career readiness testing, soft skills training, resume assistance, how to conduct yourself in an interview, job tours and shadowing, technical college tours, and career pathway connection. The office would target Hampton, Allendale, and Jasper Counties to expand these services. Hampton/Jasper/Allendale is a three county Adult Education Program and is the only one of its kind in the state. This program lacks program staff and the technology needed to cover and serve citizens in the three-county area effectively. To help the program provide additional career services and access needed technology, the office seeks an additional \$100,000.

Priority 2: Teacher Recruitment and Retention

Recommendation 8: CERRA Support for Expansion of Teaching Fellows **\$1,000,000**

Currently, CERRA awards 225 Teaching Fellows per year to high school graduates interested in becoming a teacher. Approximately 858 applications are received by CERRA last year for teaching fellows with 553 students being offered an interview.

The new funds will go to fund additional Teaching Fellows, to budget for increases state salaries/fringe and increased indirect costs from Winthrop University.

Recommendation 9: Teacher Supplies **\$3,033,850**

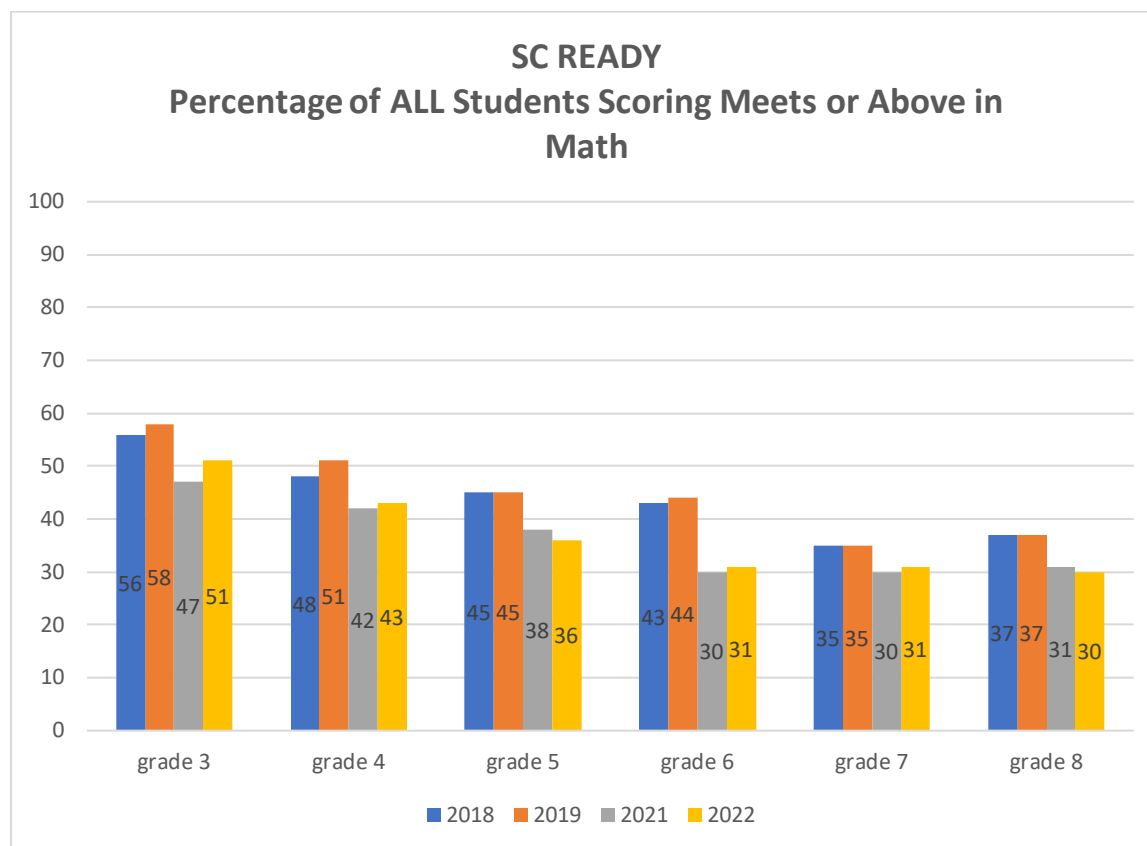
Classroom supply monies for teachers is expected to increase from \$300 per eligible teacher to \$350.

Priority 3: Unfinished Learning from Pandemic

Mathematics

Before and after the pandemic, student performance has been anemic. There has been a precipitous drop in 2022 SC Ready results. What makes this most critical is that math is sequential and cumulative in nature (Table 4 below).

Table 4



Of significant concern, is the percentage of African American students who are scoring woefully low in middle grades at 15%, 12% and 13% meeting grade level in grades 6, 7 and 8, respectively. Recent research suggests that students who are “off track” in grade 8 have only a 19% chance of being college/career ready and students “way off track” have only a 3% of being college/career ready.²

Critical next steps needed to erase unfinished learning are to allocate resources to identify gaps in student learning in specific math content/skills and corresponding teacher strategies to support teaching and learning.

Recommendation 10: Teach to One

\$1,500,000

Teach to One is a software package that enables students to accelerate their math skills/concepts by accessing instructional tools and curated content aligned to each student’s individualized roadmap. It is a robust toolkit focused on stemming math learning loss and enabling acceleration.

² Chrys Dougherty and Steve Fleming, “Getting Students On Track to College and Career Ready”, ACT, November, 2012.

It is designed so each student can master the subset of pre-, on- and post-grade level skills so they can meet the next grade level expectations. It is designed for grade 3 through Algebra I.

Teach to One can be used in the classroom, at home or as supplemental. The cost per student is \$15 per year.

It is recommended the SC Department of Education create a grant program whereby districts apply for the funds. The plan would consist of districts who elect to implement and agree to implement the program in a whole school environment. The plan would serve up to 100,000 students.

The EOC would conduct an impact analysis of the program looking at student performance.

Recommendation 11: SC Mathematics Getting Back on Track **\$322,000**

The Virginia Department of Education (VDOE) has created teacher packets called *Just In Time Quick Checks*³ that assist teachers in identifying specific gaps in mathematics. These packets identify students' unfinished learning while teaching current grade level standards. See appendix A.

The packets include Quick Checks which are 2-3 questions to identify what a student knows or does not know regarding a specific math standard. If a student does not understand the concept/skill, the teacher has access to a hyperlink that provides the prerequisite skill/concept that a student would need to master the grade level standard with the corresponding Quick Check. In addition, the *Just In Time Quick Checks* includes lessons and other resources the teacher would need to teach the standard. Finally, the teacher packet shows common student errors and misconceptions regarding a standard and shows why a student might have answered the questions incorrectly.

These resources were developed by teachers across Virginia to address unfinished mathematical learning and to assist teachers in planning instruction to fill potential gaps in learning. The Mathematics *Just in Time Quick Checks* have been developed from kindergarten to Algebra II. The materials include Learning Track Logs to help teachers keep up with where students are regarding their learning and Bridging Standards which allow for the identification of content that can be connected when planning instruction and promote deeper student understanding. The materials are copyrighted.

South Carolina could inquire as to the possibility of using these materials as a template for South Carolina and use South Carolina teachers to create similar Quick Checks in mathematics for teachers and students.

³ http://doe.virginia.gov/testing/sol/standatds_docs/mathematics

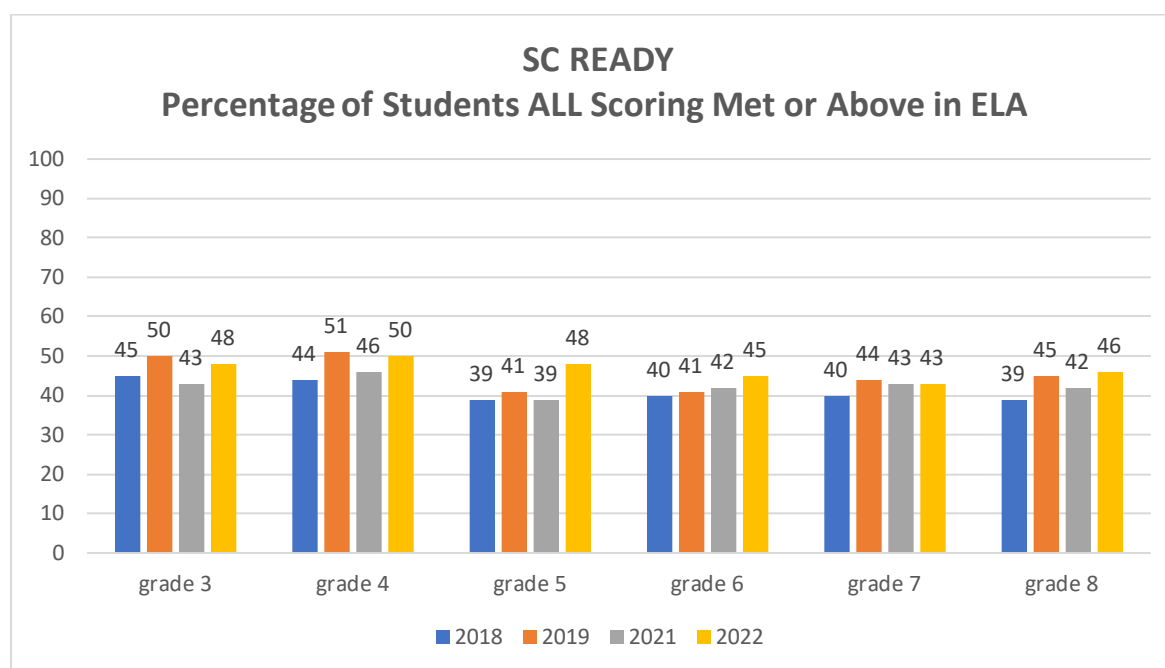
Estimate for costs include paying 55 teachers a stipend of \$500 per day for 10 days to create, pilot and revise Quick Checks for each grade level kindergarten through high school courses. After the pilot, additional teachers would be brought in to provide feedback to revise the Quick Checks (30 teachers x \$300 x 3 days). Meeting costs, travel, etc. estimated at \$20,000. Quick Checks would be available to teachers through the instructional hub.

Total cost estimate: \$322,000

English Language Arts (ELA)

The chart below shows the results of SC Ready in ELA for students in years 2018, 2019, 2021 and 2022 for grades 3-8. These results show students exceed pre-pandemic performance in grades 5, 6 and 8. In grades 3, 4, and 7 students closed the gap in ELA.

Table 5



Of concern is the results of our African American students. Results for African American students in 2022 as compared to pre-pandemic data indicate grades 3, 4 and remain steady at about 71% of students not meeting standard. Grades 5, 6, and 8 show improvement from 2019 with about 73% of students not meeting standard.

Recommendation 12: Ten additional contract days for Literacy Project Schools
\$20,000,000

Research supports the single greatest influence upon student achievement is the effectiveness of the classroom teacher. For current teachers to continue to grow and build their teaching skills and content, the opportunity for continued professional learning is critical.

Teachers are graduating from teacher education programs with limited skills in reading. National studies have shown that only 51 percent of higher education teacher preparation programs include the science of reading in its curriculum.⁴

When teachers do not have the knowledge or skills to teach reading or math to all students, a large number of students lag and struggle, particularly minority students. Problems compound and comprehension gap continue to widen, while teachers are left behind feeling frustrated and ineffective.

Two things impede teacher development. One is time for professional learning. Second is the identification of appropriate training for evidence-based research in the science of reading.

First to address the time, ten (10) additional days would be added for teachers as a teaching supplement calculated at their daily contract rate. There are 227 Literacy Project Schools and 5,500 teachers in these schools.

Recommendation 13: Evidence-Based Literacy Professional Development for Literacy Project Schools
\$15,000,000

LETRS (Language Essentials for Teachers of Reading and Spelling) is proven professional learning designed to teach teachers the content and principles of literacy and effective language instruction. Its content extends across five essential components of reading plus oral language, spelling, and writing. Each of these aspects of instruction are essential especially for students at risk for reading failure due to the life circumstances, prior instruction, language development background and neurodevelopmental reading disabilities (including dyslexia).⁵

Recommendation 14: Gold and Silver Awards
\$7,105,000

The Palmetto Gold and Silver Awards Program was established by the Education Accountability Act (EAA) in 1998 as per section 59-18-1100. The program recognizes and rewards schools for academic achievement and for closing the achievement gap.

The EOC, in conjunction with the South Carolina State Board, will identify schools which meet the criteria for academic achievement and closing the achievement gap.

⁴ <http://www.voyagersopris.com/professional-development/lettrs/overview>

⁵ <http://www.voyagersopris.com/professional-development/overview>

The EOC is recommending schools that are eligible for the Palmetto Gold Award (104 schools) receive \$25,000, schools that are eligible for the Palmetto Silver Award (123) receive \$15,000 and schools that are eligible for Closing the Gap Award (**177 schools**) receive \$15,000.

Estimated funds for the projected number of schools eligible for these awards is \$7,105,000.

The EOC staff recommends the South Carolina Department of Education host a statewide convention inviting Palmetto Gold, Silver and Closing the Gap schools to present to other schools the things these winners have implemented to make a difference in the academic achievement for their students. In addition, Palmetto winners could be a resource to schools identified as Comprehensive School Improvement (CSI) or Palmetto Literacy Schools.

Recommendation 15: CDEPP-SCDE **\$15,068,833**

The EOC recommends the SCDE request of \$5,300 per pupil to provide additional support due to inflation.

Recommendation 16: First Steps **\$455,392**

The EOC recommends the funding request by First Steps for personnel costs.

Recommendation 17: Other Agencies' Teacher Salaries **\$955,350**

The EOC recommends providing funds for salary increases at 2.8% for teachers in schools not associated with school districts such as Governor's Schools, Will Lou Gray, SC School for Deaf and Blind, and Disabilities and Special Needs.

Recommendation 18: Assessment of Reading Pilot (SCDE) **\$300,000**

Additional funds recommended for the Department of Education Office of Early Learning and Literacy to pilot the feasibility of requiring a passing score on a rigorous test of scientifically research-based reading instruction and intervention and data-based decision-making principles, as determined by the State Board of Education, for initial elementary education licensure.

Provisos Recommended for Approval

Revisions to Current Provisos

1A.45. (SDE-EIA: Teach for America SC) ~~Because Teach For America SC receives EIA funds in the current fiscal year, school districts that partner with Teach For America SC are required to provide to Teach For America SC by September first annually, information on the prior year's academic achievement of students who were directly taught by Teach For America corps members. The information must be in a format that protects the identity of individual students and must include state assessment data as appropriate. The Department of Education is directed to provide de-identified student-level summative assessment data to the Education Oversight Committee that can be used to evaluate the effectiveness of all EIA-funded programs or initiatives that provide direct services to schools or school districts. The data-sharing agreement entered into by the two agencies must define how the summative assessment data will be analyzed to determine the impact of the EIA-funded program or initiative and how the analysis will be shared with the Department of Education and with the General Assembly pursuant to Sections 59-6-10 and 59-6-110.~~

1A.21. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee. For the current fiscal year the Education Oversight Committee may carry forward prior year EIA Education Data Dashboard funds. ~~South Carolina Community Block Grants for Education Pilot Program funds not awarded by the grant committee. These funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a return on the states investment.~~

New Recommended Provisos

To maximize the effectiveness and to minimize cost, the Commission on Higher Education is required to collaborate with the Education Oversight Committee and the SC Department of Education to develop and build out the online educator report card by expending up to \$350,000 in funds carried forward from the 2022-23 fiscal year into the 2023-24 fiscal year by the Education Oversight Committee for implementation of the Education Data Dashboard.

1A. Of the funds appropriated for assessment, the Department of Education will expend \$300,000 to pilot the feasibility of requiring a passing score on a rigorous test of scientifically

research-based reading instruction and intervention and data-based decision-making principles, as determined by the State Board of Education, for initial elementary education licensure.

Appendix A.

Just In Time Quick Check

Standard of Learning (SOL) 3.1c

Strand: Number and Number Sense

Standard of Learning (SOL) 3.1c

The student will compare and order whole numbers, each 9,999 or less.

Grade Level Skills:

- Compare two whole numbers, each 9,999 or less, using symbols ($>$, $<$, $=$, or \neq) and/or words (*greater than*, *less than*, *equal to*, and *not equal to*).
- Order up to three whole numbers, each 9,999 or less, represented with concrete objects, pictorially, or symbolically from least to greatest and greatest to least.

Just in Time Quick Check

Just in Time Quick Check Teacher Notes

Supporting Resources:

- VDOE Mathematics Instructional Plans (MIPS)
 - [3.1c Comparing and Ordering Numbers](#) (Word) / ([PDF](#))
 - [3.1c What's My Number?](#) (Word) / ([PDF](#))
 - [3.1c Comparing Numbers](#) (Word) / ([PDF](#))
- [VDOE Word Wall Cards: Grade 3](#) (Word) and ([PDF](#))
 - Less Than
 - Greater Than
 - Equal To
 - Place Value Positions

Supporting and Prerequisite SOL: [3.1a](#), [2.1a](#), [2.1c](#), [1.2b](#), [1.2c](#)

SOL 3.1c - Just in Time Quick Check

1. Order these numbers from least to greatest.

9,135

3,915

9,315

2. The chart shows two Virginia county populations.

Virginia County	Population
Richmond County	8,878
Mathews County	8,796

Use the $>$, $<$, $=$, or \neq symbols to write two different number sentences comparing these two county populations.

Write a number in each column to match the description.

Less Than 4,025	Equal to 4,025	Greater Than 4,025

SOL 3.1c - Just in Time Quick Check Teacher Notes

Common Errors/Misconceptions and their Possible Indications

1. Order these numbers from least to greatest.

9,135

3,915

9,315

The most common error when ordering numbers from least to greatest is ordering the numbers from greatest to least. Students making this mistake show an understanding of ordering, but they would benefit from strategies that focus attention on the type of ordering required.

When considering numbers that have the same digits but not the same values, students may not notice the order of the digits and believe 9,135 and 9,315 are the same number. Concrete manipulative experiences help students develop conceptual understanding for comparing and a methodical approach based on the place value structure.

If students are struggling with numbers that have the same digits, using numbers that have different digits (368, 720, 981) may be beneficial. Some students may need additional practice with two-digit numbers. Again, experiences with place value manipulatives helps students understand the magnitude of the number and allows for direct comparison of the values of the digits.

2. The chart shows two Virginia county populations.

Virginia County	Population
Richmond County	8,878
Mathews County	8,796

Use the $>$, $<$, $=$, or \neq symbols to write two different number sentences comparing these two county populations.

When comparing numbers, students frequently confuse the $>$ and $<$ symbols. Students will often know which number is greater and which number is less, but they may not know which symbol should be used to make the number sentence correct. Students benefit from practice reading these comparisons aloud to make sure the correct vocabulary is used with the correct symbol.

3. Write a number in each column to match the description.

Less Than 4,025	Equal to 4,025	Greater Than 4,025

Students may struggle with understanding numbers that have a zero in a place value position. They may understand that the zero means the number has 0 ones, or 0 tens, or 0 hundreds, but they may not understand that the number that comes before that decade would have 9 ones or before that century would have 9 tens. Students who have difficulty crossing backwards over the decade numbers and century numbers would benefit from representing the given number with concrete and/or pictorial representations and then using those representations to generate a number is greater than or less than that number.

FY23-24 EIA PROGRAM FUNDING REQUESTS

EIA Program Line Items	2022-23 EIA Appropriation Recurring Base	EOC Recommendations
Industry Certifications/Credentials	\$3,000,000.00	
Adult Education	\$16,573,736.00	
<i>Aid to Districts (Included in State Aid to Districts)</i>		
<i>Students at Risk of School Failure (Included in State Aid to Districts)</i>		
Arts Curricular Grants	\$1,487,571.00	
Career and Technology Education	\$20,072,135.00	
Summer Reading Camps	\$7,500,000.00	
Reading Coaches	\$9,922,556.00	
Education Economic and Development Act (EEDA)	\$8,413,832.00	
Assessment/Testing	\$27,261,400.00	
Reading	\$3,271,026.00	
Instructional Materials	\$20,922,839.00	
School Safety Program	\$13,000,000.00	
School Nurses	\$5,577,165.00	
EAA Technical Assistance	\$23,801,301.00	
Power School/Data Collection	\$7,500,000.00	
School Value Added Instrument	\$1,400,000.00	
Half-day 4K	\$11,513,846.00	
CDEPP - SCDE	\$53,225,118.00	
Teacher of the Year	\$155,000.00	
Teacher Quality Commission	\$372,724.00	
<i>Teacher Salaries & Fringe Benefits (Included in State Aid to Districts)</i>		
Teacher Supplies	\$14,721,500.00	
National Board Certification	\$44,500,000.00	
Professional Development	\$2,771,758.00	
ADEPT	\$873,909.00	
Technology	\$12,271,826.00	
SDE Grants Committee	\$1,004,313.00	
Transportation	\$22,032,195.00	
Family Connection SC	\$300,000.00	
Other State Agencies' Teacher Salary	\$14,594,340.00	
State Aid to Classrooms	\$557,686,435.00	
SUB TOTALS	\$905,726,525.00	

FY23-24 EIA PROGRAM FUNDING REQUESTS

EIA Program Line Items	2022-23 EIA Appropriation Recurring Base	EOC Recommendations
Literacy & Distance Learning(P360)	\$415,000.00	
Reach Out & Read(A850)	\$1,000,000.00	
Youth Challenge Academy(E240)	\$1,000,000.00	
Arts Education(H910)	\$1,170,000.00	
EOC(A850)	\$1,293,242.00	
SC Autism Society	\$500,000.00	
Science P.L.U.S.(A850)	\$563,406.00	
STEM Centers SC (H120)	\$2,000,000.00	
Teach For America SC(A850)	\$2,000,000.00	
SC Council on Economic Education(H270)	\$300,000.00	
Center for Educational Partnerships(H270)	\$715,933.00	
Centers for Excellence CHE(H030)	\$787,526.00	
Center of Excellence to Prepare Teachers of Children of Poverty - Francis Marion (Proviso 1A.31.)	\$350,000.00	
CERRA(H470)	\$13,034,117.00	
SC Program for Recruitment of Minority Teachers (Proviso 1A.6.)	\$339,482.00	
Teacher Loan Program(E160)	\$5,089,881.00	
Babynet Autism Therapy(J020)	\$3,926,408.00	
Call Me MiSTER(H120)	\$500,000.00	
Regional Education Centers(P320)	\$2,452,000.00	
TransformSC(H850)	\$400,000.00	
<i>SC Public Charter Schools & Charter Institute at Erskine (Included in State Aid to Districts)</i>		
First Steps to School Readiness	\$39,552,162.00	
SCDE Personnel & Operations	\$9,730,318.00	
USC - Pilot Teacher Recruitment Program (CAP) (Proviso 1A.66)	\$750,000.00	
SC State University BRIDGE Program (Proviso 1A.67)	\$1,000,000.00	
Clafin University (Proviso 1A.72)	\$400,000.00	
DJJ Teacher Salaries (N120)	\$1,850,000.00	
NEW:		
Save the Children	\$1,000,000.00	
Education Data Dashboards	\$3,500,000.00	
Hype	\$750,000.00	
The Continuum	\$2,500,000.00	

FY23-24 EIA PROGRAM FUNDING REQUESTS

EIA Program Line Items	2022-23 EIA Appropriation Recurring Base	EOC Recommendations
SUB TOTALS	\$98,869,475.00	
EIA TOTALS	\$1,004,596,000.00	
Available EIA Funds 2022-23*	\$148,799,000	
Available EIA Surplus Fund 2021-22*	\$252,394,300	

*as per latest BEA Revenue Estimate



Alternative Instruction Report

Report to the

Education Oversight Committee

Part 1 – The South Carolina Landscape of Alternative Instruction Methods

December 12, 2022

Prepared by Lee M. D'Andrea, Ph.D.

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Part 1 – The South Carolina Landscape of Alternative Instruction Methods

Background and Statute

The following is Part 1 of a report from the South Carolina Education Oversight Committee pursuant to Proviso 1A. 69 of the General Appropriations Bill for Fiscal Year 2022-2023.

Proviso 1A. 73 (SDE-EIA: Evaluation of Alternative Instruction Methods):

... with funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

Part 1 of this report seeks to answer five questions:

- How many districts have a State Board Approved Virtual Program (SBAVRL)?
- How many students are participating in a State Board Approved Virtual Program?
- How many students are participating in alternative instruction (e.g., SC Virtual School, Distance Learning, Online In-State, Online Out-of-State) that is not a State Board Approved Virtual Program?
- What are the essential elements in district programs implementing State Board Approved Virtual Programs?
- Which students are included and enrolling in the State Board Approved Virtual Programs and in alternative instruction classes?

Implementation Plan

After additional work and communication from the department to the districts, data quality prevented the completion of the 2021-2022 Alternative Instruction Report Part 2. The 2021-2022 Alternative Instruction Report, Part 1 included the following paragraph:

“Unfortunately, examination of the data showed inconsistencies, errors, and omissions in the coding of Instruction Type by districts. While the totals of all virtual types would not necessarily equal the SBAVRL total, as all grades were not examined, often no virtual Instruction Types were coded at grades 3-8 nor any of the end-of-course examination courses. The EOC staff and consultant worked

with the SCDE team to verify/correct data inconsistencies. Additional memoranda were sent from the SCDE to the districts asking that directions for coding students and course type be checked and followed before the 135th day data is retrieved. In addition, other errors or inconsistencies appeared between the Instruction Type and SBAVRL data. For example, some districts not approved by the South Carolina State Board of Education to provide virtual program show students enrolled in a course marked as in-district virtual instruction types.”

Thus, in preparation for the 2022-2023 report, the Education Oversight Committee (EOC) and the South Carolina Department of Education (SCDE) staff met to outline a more diligent and targeted approach to accurate data recording and reporting. Two memoranda to the districts were included in the general Tuesday communications batch. The August 2, 2022, memo updates districts on Public School Virtual Program applications and continuation (See Appendix B). Parameters for this process are based on Proviso 1.91. (SDE: Public School Virtual Program Funding): For Fiscal Year 2022-23, school districts shall be permitted to offer a virtual education program for up to five percent of its student population based on the most recent 135-day ADM count without impacting any state funding. The Department of Education shall establish guidelines for the virtual program and parameters students must meet to participate in the virtual program. School districts must submit their plans for the virtual program to the State Board of Education for approval. School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education.

On September 13, 2022, a second communication directs the districts to identify all courses and sections by Instruction Type (See Appendix C). The identification of all courses taught in the various Instruction Types captures data to examine student achievement results in the different delivery models. This data will provide accurate information to legislators, districts, parents, and students to inform future decisions about the use of instructional delivery models.

As follow-up to these communications, a webinar, face-to-face, and virtual visits were conducted to ensure quality in the 2022-23 data. The Education Oversight staff in collaboration

with SCDE provided a webinar (See Appendix F) to all districts with an SBAVRL Virtual Program. Districts were invited to the webinar based on the SBAVRL approved program list provided by the SCDE. The webinar was recorded for all districts unable to attend. In addition, EOC staff conducted twelve virtual meetings (via ZOOM) with a random sample of districts without a State Board Approved Virtual Program to ensure that all courses taught virtually are coded correctly as directed in the previously cited memorandum from the SCDE on September 13, 2022. Non-SBAVRL districts with which the EOC staff and consultant engaged in a virtual meeting and review of data are:

- | | | |
|---------------------------------|---------------|-------------------|
| 1. Anderson 4 | 5. Dillion 4 | 9. Georgetown |
| 2. Beaufort County | 6. Edgefield | 10. Laurens 55 |
| 3. Calhoun County | 7. Florence 2 | 11. Spartanburg 1 |
| 4. Charter Institute of Erskine | 8. Florence 5 | 12. Spartanburg 2 |

During the webinar, the virtual visits, and following the watching of the recording, districts had questions and conversations seeking to clarify specific scenarios of course offerings.

These questions and conversation led directly to two findings:

- Districts are working diligently to provide all students with options to high-quality instruction.
- The Instruction Type options are currently categorized in the student information system as (A) Instructor led, (B) SC Virtual School, (C) Online in-state, (D) Distance learning, (E) Online out-of-state, or (F) Hybrid. The work is new in many districts, the different instruction types demand detailed planning and professional development, and the resources to establish robust, high quality digital ecosystems require financial resources. (Examination of possible redirection of funds, ROI on some Instruction Types and cost analysis must be considered.) More details are provided in the Findings Section.

Data consistency and data quality are the foundations for good decision making in multiple areas – student progress, program provision and Instruction Type effectiveness. First, the data must be captured accurately in a timely schedule and then provided to other Divisions and Offices in the SCDE as well as the districts. Then, there must be support for using the data to make needed changes and adjustments in student achievement, program offerings and classes in the various Instruction Types.

The EOC staff made face-to-face visits to twelve randomly selected districts from the list of districts providing State Board of Education Approved (SBA) Virtual Programs and virtual visits to twelve randomly selected districts not providing SBA Virtual Programs from the full list of districts. The in-person visits included a series of questions (See Appendix E) designed to gather information about the overall program participant populations, curriculum, teacher selection and professional development (PD), monitoring, assessment, and parent engagement.

Part 1 of the Alternative Instruction Report provides a summary of the visits' findings, enrollment numbers, and initial recommendations. Part 2 of the Alternative Instruction Report will provide a summary of the achievement results that compare the SBAVRL population to the non-SBAVRL population achievement results in grades 3-8 English Language Arts (ELA), grades 3-8 math, Algebra 1, biology, English 2, and US History.

Districts Approved to Offer Virtual Programs

During the summer of 2022, the South Carolina Department of Education (SCDE), notified districts that virtual programs could be offered during SY 2022-23 through an extension of the approved program in 2021-2022 or a new application and approval by the South Carolina State Board of Education (SBE). According to a SCDE memorandum on August 17, 2021, *re: Virtual Program Approval and Coding* (Appendix D), approved programs meet the following criteria:

- At least 25 percent of the instruction must be through synchronous instructional opportunities;
- Each course must be taught by a teacher holding a valid SC teaching certificate for the course(s) being taught virtually;
- Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;
- Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;
- Conduct required state assessments for all students following testing requirements;

- Conduct at least bi-weekly parent-teacher contact in person, electronically, or by telephone;
- Provide for a method to define and verify student attendance;
- Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework; and
- The district will participate annually in a program review conducted by SCDE.

In addition, enrollment limits for State Board Approved Virtual Programs were established through funding formulas and allocations.

Proviso 1.91

.... School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education. For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22 percent of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from the EFA portion of the State Aid to Classroom's district allocation and, if necessary, the state minimum teacher salary schedule portion of State Aid to Classrooms.

According to records provided by the SCDE, the SBE approved applications for virtual programs at four meetings. The following districts/programs/consortia/charter schools were approved to offer a local virtual program in 2022-2023.

- | | | |
|------------------|--------------------------------------|------------------------------|
| 1. Aiken | 14. Greenville | 27. Richland 1 |
| 2. Beaufort | 15. Greenwood 50 | 28. Richland 2 |
| 3. Berkeley | 16. Greenwood 52 | 29. Salkehatchie Consortium |
| 4. Charleston | 17. Horry | 30. SC Green Charter Schools |
| 5. Chester | 18. Jasper | 31. Spartanburg 4 |
| 6. Chesterfield | 19. Kershaw | 32. Spartanburg 6 |
| 7. Colleton | 20. Lexington 1 | 33. Sumter |
| 8. Darlington | 21. Lexington 2 | 34. Union |
| 9. Dorchester 2 | 22. Lexington 5 | 35. Williamsburg |
| 10. Dorchester 4 | 23. Low Country Education Consortium | 36. York 1 |
| 11. Fairfield | 24. Marion | 37. York 2 |
| 12. Florence 1 | 25. Oceanside Collegiate Academy | 38. York 3 |
| 13. Florence 3 | 26. Pickens | |

In the memorandum cited above, *re: Virtual Program Approval and Coding*, districts with approved virtual programs were instructed as follows:

Students enrolled in a full-time, SBE-approved virtual program that meets the defined program requirements for the student's grade level as outlined in Defined Program, Grades K-5, Defined Program, grades 6-8 or Defined Program, Grades 9-12 and Graduation Requirements must be coded with the special program code SBAVRL with appropriate dates of entry and exit.

45-day Data: All Instruction Types Enrollment by Grade or Course

At the time of the preparation of Part 1 of this report, the SCDE has not provided the EOC the data file containing enrollment numbers by Instruction Type, nor the students enrolled in a SBAVRL.

Observations from District Visits

On-site district visits were made in the fall of 2022 to a diverse sample of SBE approved virtual programs. Included in the visits were the following:

District Name	Visit Date for Alternative Instruction Report
Union County	9/21/2022
Greenville County	9/22/2022
Berkley County and Lowcountry Consortium*	9/26/2022
Dorchester 2	9/26/2022
Colleton County	9/27/2022
Florence 1	9/28/2022
Richland 1	10/3/2022
York 1	10/11/2022
Spartanburg 6	10/11/2022
Kershaw County	10/13/2022
Sumter County	10/13/2022
Lexington 1	10/17/2022

* Lowcountry Education Consortium includes: 1) Beaufort, 2) Berkeley, 3) Charleston, 4) Colleton, 5) Dorchester District 2, 6) Dorchester District 4, 7) Florence 2, 8) Greenwood 52

While each district was asked to respond to a structured set of questions (See Appendix E), conversations evolved organically, and follow-up questions occurred based on responses and site observations. The following observations are a result of the aggregated information gathered during the on-site visits.

Student Populations Vary According to the Design of the Program and its Purpose

Following the COVID pandemic years of offering virtual options to all students in the district, each district reported a revisiting of the purpose of a virtual program and its intended audiences. Some programs are designed for K-12 while others are for grades 6-12 and still others are alternative school options. In many cases, the student and family need as well as the community input shaped the Virtual Program design. Examples of meeting the needs of students and families include:

- Medically fragile students, i.e., receiving chemotherapy, post-surgery and in therapy
- Medically fragile adults in the home, i.e., receiving chemotherapy
- Parents traveling for job and taking children/students with them
- Parents temporarily relocated for military deployment and taking children with them, keeping permanent residence in SC
- Students engaged in high-level competitions, cheerleading, baseball, etc. and desire to study virtually due to practice schedule
- Students engaged in apprenticeships in the mornings and need core classes outside of the high school offerings in person
- Alternatives to suspension and/or expulsion combined with family counseling (program has a 135-day plan for possible return to face-to-face)
- Combining a few students at multiple high schools to “make a class”

Virtual Program Staff Structure Reflects District Capacity

Organizational structures of district virtual programs reflect the size of the district. Smaller districts have fewer dedicated staff in every area. All districts did have one person responsible for the overall virtual program. In at least two districts, this person also had other

areas of responsibility. The teaching staff ranged from 100% dedicated to virtual program grades and/or courses to a combination of virtual and face-to-face assignments. If dual modality, the district reported compensating the teachers. In addition to the overall structure, the selection process for staff varied. Some districts asked for volunteers to assume roles in the virtual program, others held interviews and teaching demonstrations, and others made assignment through attrition within the district.

Professional Development for Teachers and Staff Reflects Critical Needs

Every district reported that professional development was provided for teachers either in the summer of 2022 or during the fall of 2022. Plans included providing additional professional development in the winter and spring of 2023. Topics for professional development included:

- Developing fluency using the district Learning Management System (LMS), such as Schoology, Canvas, Google, Teams, or Blackboard, i.e., creating “rooms” for groups in instruction.
- Developing engaging strategies in the virtual teaching environment
- Monitoring virtual classroom environments

Grades Levels Offered Varies

The majority of districts provide grades 6-12 in the virtual programs. The districts that dropped the K-5 options in their districts reported too little demand from parents.

Content Offered/Provided

Districts were instructed to code all SC Virtual School course sections with the SC Virtual teachers as SC Virtual. All course sections using a local district teacher with SC Virtual or other South Carolina created curriculum are to be coded as Online in-state. Finally, any course section using purchased content, i.e., Edgenuity (now Imagine Learning), Apex, EdOptions, or FLVS Flex are to be coded as Online out-of-state. All of these courses use SC certified teachers although the teacher may reside in another state. The data reflecting actual distribution of the Instruction Type is pending.

In the review of the student achievement data later this 2022-23 school year, the differently coded Instruction Types will provide information which may be used make significant decisions at both the state and local level. Effectiveness of Instruction Type, return on investment, and program adjustments are some examples of the types of decisions that these data could influence.

Policies Regarding Attendance

Attendance is captured in districts based on several different criteria. About half of the districts visited take attendance during the synchronous instructional time. According to the SCDE application and approval process, “*at least 25 percent of the instruction must be through synchronous instructional opportunities.*” If the teacher sees the student during the class, the student is counted present. Some districts require the students to complete the assigned work during the class to be counted present. In each case, the district provided a handbook with policies on attendance as part of the orientation to the virtual program.

Teacher Preparation to Work in an Alternative Instruction Environment

Districts reported that in the initial year of the COVID pandemic, teachers had to teach in the virtual instruction environment. As schools returned to face-to-face, those teachers most at risk often remained in the virtual program. With the “reset” for 2022-2023 and the SCDE application process, some districts created updated criteria for staff selection in a virtual program, including demonstration of a virtual lesson, previous demonstrated success, additional training (modules from National Institute for Excellence in Teaching - NIET, or endorsements from higher education), and of course, a SC teaching certificate. One district reported that some of the teachers employed in the virtual program live in other states; some had lived and taught here but moved away, and others were trying to move into SC and had already earned SC certification. While districts were addressing the preparation and the ongoing professional

development necessary for teaching in a virtual classroom, a lack of standard state-level expectation and/or endorsement needed across the state was evident.

Observing and Evaluating Teachers

The person responsible for monitoring teacher performance and conducting evaluations varied and depended upon the structure of the virtual program. In the districts where the virtual program supervisor was a certified administrator (i.e., principal), this person did daily drop-ins to the virtual classes, observed teachers, and conducted formal evaluations of teachers. In districts where the virtual program supervisor was the programmatic leader and teachers remained assigned to brick-and-mortar schools, teachers were evaluated by the school principal. In these situations, the program leader might also conduct teacher observations, informal virtual monitoring and conduct instructional coaching with feedback sessions regarding the virtual instruction.

Parent Engagement and Communication

All visited districts reported orientation sessions, phone calls to parents, handbooks, and some websites as sources of communication. A few districts offered face-to-face meetings to demonstrate how to use the Learning Management System (LMS), parent portal and other communications tools. Other districts reported parent meetings were, in fact, better attended in the virtual environment than in the brick-and mortar school. Convenience of scheduling and lack of travel demands seemed to be the primary reasons. Each of the visited districts reported that a parent, or a learning coach, is required for K-3 students in a virtual environment. Teachers shared that having an adult near the student's computer and work helped with parent communication, engagement, and student discipline.

Initial Findings and Recommendations

Following the initial visits, three findings are clear. After the collection of student achievement data, additional findings may emerge. From Part 1 of the Alternative Instruction

Report, these areas are evident and initial solutions and/or actions should be considered immediately.

1. Data entry and quality at the point of entry in the school district is a challenge. This data is essential to accurate decision-making and an emphasis must be placed on districts following directions from the SCDE, including data verification checks and perhaps even on-site visits. In addition, on-time information must be available to district leaders, legislators, and other policy makers (school board members).
2. Developing or purchasing virtual courses is essential in today's landscape. Families and students have a need for more options and flexibility. The time-honored thirty students in a classroom with one teacher is no longer the only option. Business, industry, and health care now provide a significant amount of their teaching through virtual classes. Students are regularly engaging in YouTube, gaming, podcasts, and social media for information. Their education may also be delivered in such formats. But the development of these courses through these media is arduous, time-consuming and beyond the capacity of many of our districts due to the lack of staff and/or limits on teachers' time. Therefore, the SCDE must develop an office for digital learning from which this work can be created and made available to all districts.
3. Teaching in this new "space" requires some additional or different instructional strategies. Professional development is much needed to support teachers and ultimately deliver successful instruction for students. The office of digital learning must work with teacher effectiveness to provide statewide PD for teachers. In essence, certification may consider the additional/different skills needed for teaching virtual classes. At a minimum, the technology competencies required for all teachers

must be revised and updated to meet the demands of teaching in the new digital ecosystem of today.

Conclusion

The initial, or Part 1, observations in the preparation of the Alternative Instruction Report capture a landscape that is a bit different than anticipated. Overall, fewer districts are providing students with a virtual program option than applied for State Board of Education approval. In some districts, the demand by parents was simply less than initially indicated. In other cases, because the demand was low and other virtual programs are provided through the SC Virtual School at the SCDE, economies of scale dictated not offering a standalone district program. In one other situation, multiple districts created a consortium thus providing a virtual program option to students in all eight (8) districts within the consortium.

In interviews, districts indicated that they see virtual programs as a valid and valuable option for students for a multitude of reasons.

Teacher preparation and professional development may be an area for the state to insert some level of common expectations and/or requirements. Perhaps Part 2 of the Alternative Instruction Report focusing on student achievement may shed more light on this conversation and need.

Overall, districts invested significant time and preparation to provide virtual programs in 2022-2023. The effectiveness and the efficiency of these virtual programs (with all the supports needed) operating in every school district side-by-side with brick-and-mortar schools may or may not yield a significant return on investment (ROI). The examination and evaluation will continue with student achievement data in summer 2023. This data will help develop future frameworks and guidelines to better support all students.

APPENDICES

Appendix A: General Appropriations Bill for Fiscal Year 2022-2023

1A.73. (SDE-EIA: Digital Learning Plan) The implementation of the pilot program shall become the responsibility of the Department of Education. Those e-Learning school districts who meet the criteria for an e-Learning district as determined by the Department of Education may use up to five e-Learning days to allow for the make-up of short-term disruptions to in-person teaching and learning.

With funds appropriated, the Education Oversight Committee is responsible for evaluating the impact of alternative methods of instruction on student learning and working with other agencies to expand access to quality remote instruction which can be dispatched if necessary. Alternative methods of instruction may include, but are not limited to, online or virtual instruction, remote learning, and hybrid models. The Department of Education and school districts providing alternative methods of instruction must provide data as requested by the committee to evaluate the effectiveness of the instruction. The Education Oversight Committee shall report annually to the Governor, the General Assembly, the Department of Education, and the State Board of Education.

Appendix B: SCDE Memo RE: Virtual Program Approval (08/02/2022)



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents

FROM: Bradley Mitchell
Director, Office of Virtual Learning

DATE: August 2, 2022

RE: Proviso 1.91 (SDE: Public School Virtual Program Funding)

The purpose of this memo is to remind districts that the following proviso remains in effect for the 2022-23 school year:

***1.91. (SDE: Public School Virtual Program Funding):** For Fiscal Year 2022-23, school districts shall be permitted to offer a virtual education program for up to five percent of its student population based on the most recent 135 day ADM count without impacting any state funding. The Department of Education shall establish guidelines for the virtual program and parameters students must meet in order to participate in the virtual program. School districts must submit their plans for the virtual program to the State Board of Education for approval. School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education.*

For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22% of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from State Aid to Classroom's district allocation.

The five percent threshold shall not apply to students whose IEP or 504 status requires their participation in a program administered in a virtual format.

Based on the proviso, if a district was approved by the State Board of Education to offer a virtual education program for the 2021-22 school year, they do not need to seek approval again.

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Proviso 1.91
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However, if an approved district plans to continue offering a virtual education program, the district must inform the South Carolina Department of Education Office of Virtual Education using the following [form](#) no later than August 19, 2022.

For additional questions, please contact Bradley Mitchell, Director, Office of Virtual Education, at BMitchell@ed.sc.gov.

Appendix C: SCDE Memo Re: PowerSchool Coding (9/13/2022)



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
Report Card Coordinators
Technology Coordinators
PowerSchool Coordinators

FROM: Dan Ralyea
Director, Office of Research and Data Analysis

DATE: September 13, 2022

RE: Recording Virtual Enrollment – Mode of Instruction

The South Carolina General Assembly has passed several provisos that impact data collection. Provisos 1.24 and 1.116 (competency-based education) of Fiscal Year 2022–23 call for identification of students receiving virtual instruction. Proviso 1A.73 requires the South Carolina Department of Education (SCDE) *and districts* to provide the Education Oversight Committee with data to evaluate the effectiveness of “[a]lternative methods of instruction,” defined as including “online or virtual instruction, remote learning, and hybrid models.” To assist districts in meeting the requirements of these provisos, the SCDE is prescribing the accurate population of the Instruction Type field under the SC Additional Section Information heading. Failure to comply with these requirements will impact district funding and reporting accuracy. Please ensure that your staff entering information in PowerSchool identify sections correctly. Your staff can review summaries of the district’s and schools’ coding through the SCDE’s Application Web Portal (Member Center), Report Portal, Reports, Other Reports, Remote Learning reports.

The SC Additional Section Information drop down currently has the following options:

- A-Instructor Led,
- B-SC Virtual School Program,
- C-Online In-State,
- D-Distance Learning,
- E-Online Out-of-State, and
- *F-Hybrid.*

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Because Proviso 1A.73 specifically references hybrid instruction, the SCDE has asked that PowerSchool add F-Hybrid as a section type for instruction that has both in-person and virtual instruction. Hybrid does not include dual modality where the teacher is concurrently instructing face to face for some students and virtually for others unless the students receiving the instruction switch modes. Specifically, when the in-person instructional time does not meet the seat time requirement for the initial offering of a credit bearing course, the section should be marked as F-Hybrid. Students receiving hybrid instruction should not be coded SBAVRL. Any section marked A-Instructor Led should be face-to-face instruction. Virtual instruction may be coded as B-SC Virtual School Program, C-Online In-State, D-Distance Learning, or E-Online Out-of-State (including any course contracted with a vendor (i.e. EdOptions, Edmentum, Florida Virtual)), depending upon the circumstances; please see the PowerSchool Manual definitions below.

Capturing this data will allow distinctions to be made between the emergency response of a school switching to remote learning and the programmatic offering of virtual instruction. In the event of a schoolwide transition, schools are required to maintain accurate records of systemic changes in instructional modality.

Initial reporting will be based upon the 45th day data collection. Please ensure that your staff has accurately recorded section instructional mode by **October 14, 2022**. Future collections will occur on the 90th and 135th dates. As student enrollment changes, schedules should be updated to reflect enrollment in sections indicating the correct instructional mode.

Please contact Dan Ralyea, DRalyea@ed.sc.gov with questions or concerns.

Value	Description	Instruction Delivery Modality
(blank) – Select One	Default value only allowed for non-instructional courses (those that began with a 0).	-
A – Instructor Led	The teacher is physically present in the classroom providing in-person instruction to students.	On-Site/In-Person
B – SC Virtual School Program	The teacher provides instruction to students through the VirtualSC program. No other instruction types should be used for VirtualSC course sections.	Virtual
C – Online In-State	The teacher who provides virtual instruction in some capacity a part of a school/district/state entity for the state of South Carolina.	Virtual
D – Distance Learning	The teacher provides instruction for students physically located at another school location. For example, the teacher may be located physically at a television studio yet teaching several groups of students housed in different schools or districts.	Virtual
E – Online Out-of-State	The teacher who provides virtual instruction to students is not a part of a school/district/state entity for the state of South Carolina.	Virtual
F – Hybrid	The teacher provides in-person and virtual instruction in some capacity that is part of a school/district/state entity for the state of South Carolina. This is not referring to dual modality.	Hybrid

Appendix D: SCDE Memo Re: Virtual Program Approval and Coding (8/17/2021)



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

MEMORANDUM

TO: District Superintendents
District Instructional Leaders
District Instructional Technology Coordinators
Attendance Coordinators
PowerSchool Coordinators

FROM: David M. Mathis, Ed.D.
Deputy Superintendent, Division of College and Career Readiness

DATE: August 17, 2021

RE: Virtual Program Approval and Coding

The South Carolina State Board of Education (SBE) has approved district plans to implement a virtual instructional delivery program for the 2021–22 school year. The approvals were based on a virtual program's meeting of the following criteria:

- At least 25 percent of the instruction must be through synchronous instructional opportunities;
- Each course must be taught by a teacher holding a valid SC teaching certificate for the course(s) being taught virtually;
- Provide for frequent, ongoing monitoring of an individual student's program to verify each student is participating in the program;
- Include proctored assessments for core subjects per semester that are graded or evaluated by the teacher;
- Conduct required state assessments for all students following testing requirements;
- Conduct at least bi-weekly parent-teacher contact in person, electronically, or by telephone;
- Provide for a method to define and verify student attendance;
- Provide for verification of ongoing student progress and performance in each course as documented by assessments and examples of coursework; and

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- Participate annually in a program review conducted by the South Carolina Department of Education (SCDE).

Additionally, Proviso 1.103 states:

School districts offering a virtual program must report their ADM counts for students participating in their virtual program and the number of students participating face to face for the 5th, 45th, 90th, and 135th day to the Department of Education. For every student participating in the virtual program above the five percent threshold, the school district will not receive 47.22 percent of the State per pupil funding provided to that district as reported in the latest Revenue and Fiscal Affairs revenue per pupil report pursuant to Proviso 1.3. This amount shall be withheld from the EFA portion of the State Aid to Classroom's district allocation and, if necessary, the state minimum teacher salary schedule portion of State Aid to Classrooms.

To meet the reporting requirement of Proviso 1.103, the SCDE is defining a special program code and an expanded series of section coding requirements.

Students enrolled in a full-time, SBE-approved virtual program that meets the defined program requirements for the student's grade level as outlined in [Defined Program, Grades K–5](#), [Defined Program, Grades 6–8](#) or [Defined Program, Grades 9–12 and Graduation Requirements](#) **must be coded with the special program code SBAVRL** with appropriate dates of entry and exit.

Students participating in any face-to-face activities or receiving instruction on school premises should not use this code.

The SBE approved virtual program represents a long-term instructional choice. It is not to be used for temporary changes in instructional mode due to illness or a community illness prevention technique. Instead, the TMPVIR code will be used to monitor that process. The SCDE has released guidance documents on [Coding Course Section Instructional Modality in PowerSchool](#) and [Coding Student Virtual or Remote Learning Participation in PowerSchool](#).

For questions related to implementation of virtual programs contact Bradley Mitchell, bmitchell@ed.sc.gov and for questions related to coding of virtual students contact PowerSchool@ed.sc.gov.

Appendix E: Initial Questions on District Site Visits

District and Charter School Visits with Approved Virtual Programs Alternative Instruction Impact Report by Education Oversight Committee Fall 2022

District Name _____

Person(s) at Visit Interview _____

Grades Served _____

Enrollment: K-5 _____ 6-8 _____ 9-12 _____

Teachers: K-5 _____ 6-8 _____ 9-12 _____

Counselors: K-5 _____ 6-8 _____ 9-12 _____

Administrators: K-5 _____ 6-8 _____ 9-12 _____

Other staff: K-5 _____ 6-8 _____ 9-12 _____

Please describe other staff _____

1. What curriculum are you using (purchased, if so which one or if teacher designed, describe the process)? How is the administration ensuring high quality content and engaging lesson strategies are used in the classroom?
2. How (process and/or credentials) were your teachers chosen for this assignment?
3. How are your teachers prepared/trained to work in an alternative instruction environment? What unique PD are they offered?
4. What are your policies regarding attendance? Is this available in writing or on the website? How do you take attendance? Presence of work turned in?
5. Who is monitoring teacher online time?
6. Please show us a sample lesson (either live or recorded).
7. How are parents engaged and what communications do teachers and administrators have with parents?
8. For 21-22, how did the outcomes for students in virtual compare to those in brick and mortar? What process did you use, and you were included?
9. What adjustments will you make pending the formative assessment results this year?