

AGENDA
**Joint Academic Standards & Assessments and
Public Awareness Subcommittee Meeting**
Monday, November 14, 2022
10:00 a.m.
Room 410, Blatt Building

- I. Welcome and IntroductionsDr. Patti Tate
- II. Approval of Minutes for May 16, 2022.....Dr. Patti Tate
- III. Presentations & Information Items:
- ExpectMoreSC Website Launch Dana Yow
- 2021-22 Report Card Release Matthew Ferguson
- IV. Action Items:
- Scoring of New Accountability Metrics Matthew Ferguson
& Dr. Matt Lavery
- ELA Standards Approval..... Matthew Ferguson
- V. Adjournment

Neil C. Robinson, Jr.
CHAIR

Barbara B. Hairfield
VICE CHAIR

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Melanie Barton
Russell Booker
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Bob Couch
Raye Felder
Kevin L. Johnson
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Dwight Loftis
Brian Newsome
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Patti J. Tate
C. Ross Turner, III
Scott Turner
Ellen Weaver

Academic Standards and Assessments
Dr. Patti Tate, Chair
Barbara Hairfield
Sen. Ross Turner
Sidney Locke
Sen. Dwight Loftis
Neil Robinson
Dr. Scott Turner

Public Awareness
Barbara Hairfield, Chair
Rep. Terry Alexander
Rep. Raye Felder

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE

Joint Academic Standards and Assessments & Public Awareness Subcommittee Meeting

Minutes of the Meeting

May 16, 2022

Members Present (in-person or remote): Barbara Hairfield, Chair; Rep. Raye Felder; Sen. Dwight Loftis; Dr. Scott Turner (remote); and Dr. Patti Tate (remote)

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

Ms. Hairfield called the meeting to order and welcomed all attendees. Ms. Hairfield then introduced Gabrielle Fulton and Amber Adgerson, the new EOC data interns. Next, Ms. Hairfield welcomed Dr. Jenny May to present on the Educational Credit for Exceptional Needs Children (ECENC) Report.

The ECENC Report is required as a part of Act 247, Section (E)(6). The report seeks to provide information about the approval process for ECENC schools, the process for collecting assessment results, and qualitative information from ECENC Administrators from a sample of participating schools. In May 2021, an amendment to Act 247 was passed in which the requirement to submit ECENC Grant recipient assessment results was eliminated. However, the EOC is still tasked with evaluating the impact of the ECENC process though assessment scores are not known, leading to the inclusion of qualitative information beginning this year. The report found that ECENC programs are located across the state in all CERRA regions. Dr. May provided summaries of each region (and of the entire state), which can be found in the report. The highest percentage of students with grant funding are twelfth graders, due in part to the prioritization of incumbent students. Exceptional SC distributes grants according to requirements, approximately 47% of students who apply receive funding.

There are eight requirements for school participation: A school must be in good standing with an accreditation agency, facilities must be in compliance with state, local, and federal laws (including the ADA), it must provide general education to primary and secondary students, it must not discriminate, the school must be located in South Carolina, its curriculum must be aligned with South Carolina diploma and certificate requirements, and the school must participate in national tests that progress at grade level.

Following the school visits, recommendations can be made in three general topic areas: 1) Clarification of procedures, calendar, and implementation; 2) Funding of students- this was described as a benefit to increase families access, but also as something schools and families want more clarity on regarding the roles of various agencies; 3) Benefits of ECENC program to students and families. It is recommended that students in private schools have the opportunity to participate in SC summative assessments. It may be beneficial for the EOC advisory committee to be convened with the purpose of reviewing ECENC program implementation and making recommendations. Finally, informational materials should be created in order to clarify the roles of various organizations responsible for ECENC implementation. Dr. May opened the floor to questions.

Referring to the fact that less than half of students who apply for ECENC grants receive funding, Rep. Felder questioned why a student may be denied. Dr. May stated that this could mostly be attributed to a cap in funds, but that she will look into this, as it is the role of Exceptional SC. Mr. Ferguson clarified that funds are the result of fundraising and therefore, funds are limited to what can be raised.

Sen. Loftis asked how we measure the impact on students and suggested student and parent feedback as a possible measurement. Dr. May stated that this was a challenge this year as we cannot compare recipients with the school due to the recent amendment. Therefore, school site visits served as an opportunity to hear from educational leaders and see implementation at the school. Dr. May clarified that there is no pre or post-test. An opportunity for an organization whose scope it falls under would be to create a student focus group, perhaps for students 13 and older (as this is the age in which a student can advocate for their own IEP). However, this is likely not the EOC's role and cannot be done without the recommendation of the EOC advisory committee. There is a need to maintain good relationships with stakeholders and this need must be factored into future decisions. Sen. Loftis stated that if someone applies to the program, they obviously see an advantage to it, so it would be good to know what that advantage is.

Dr. Turner asked for clarification on if the amendment no longer required schools to release assessment data, which Dr. May confirmed. Dr. Turner asked why this was the case. Dr. May stated that she did not know, and Mr. Ferguson seconded that we don't know why this amendment was made. Dr. Turner stated that before, we only got statewide results. Mr. Ferguson clarified that no, schools returned individual and aggregate data, including at the grade level. We were able to look at nonidentifiable individual results and compare them to statewide results, but now, we cannot. Dr. Turner asked how we tell a family this school is doing a good job. Dr. May stated

that this is much more of a challenge. On the other side, however, the state requires a continuum of service environments. Therefore, this increases parent choice, but it is still a challenge to determine the quantitative part. Mr. Ferguson confirmed that we can't answer this question with the information we currently have.

Dr. Turner asked if there is a process for disability grievance complaints, for instance, if a school does not respect a child's IEP. Dr. May stated that currently, the option is for parents to talk to the school and possibly pull their child from enrollment. She is unaware of any complaint processes with licensure agencies, etc. unless in the case of grievous injury or filing a lawsuit with the school. Additionally, we do not know how often that situation may happen, and we cannot estimate it without a focus group. Unfortunately, it is likely that those students would just be pulled from the school. Dr. Turner commented that this does not work in the opposite direction. For instance, if an IEP was not respected in a public school, the federal government would come in and require it to be respected, regardless of cost. Dr. Turner stated that this created an issue for him as it creates a dual system that is separate and unequal, which is not a criticism of the report or Dr. May's work, but rather the system. Dr. May stated that in the future, we may be able to look into this further and share more information, at the will of the committee and thanked Dr. Turner for his critical questioning.

Senator Loftis stated that parents often don't know if an IEP is being fulfilled. Sen. Loftis commented that some students with an IEP have a learning deficit in one area and may excel in others, but the one area can hold them back, which may last a lifetime. Dr. May agreed and added that an IEP is a legal document and from a legal, ethical, and best practices perspective, we need to help as much as we can. Sen. Loftis stated again that often, parents don't know if an IEP is being implemented. Ms. Hairfield commented that this is a sticky situation. Dr. May added that these schools met the legal requirement and are compliant by the letter of the law. One of the primary findings of the report is the need for more informational materials so everyone knows organizations' various involvements.

Ms. Hairfield made a motion to move the report to full committee, which was seconded and approved. Next, Ms. Hairfield introduced Ms. Yow for a presentation on her report of military connected families. Ms. Yow first acknowledged Kim Priester and Dan Ralyea for their help.

Ms. Yow provided background on the report. The EOC is charged with an annual report on Military Connected Students (MCS) as of Act 289, the Military Family Quality and Enhancement Act. This year's report of SY2020-21 includes demographic details, an overview of data collection and

reporting, academic performance of MCS, and findings and recommendations. Military Connected Students (MCS) are students with parents who are a member of the armed forces or National Guard and reserves. Demographically, MCS are very similar to Non-MCS children, with the exception of English Learners and Pupils in Poverty. MCS are far less likely to be pupils in poverty. There are more elementary students than middle and high school students, which mirrors the distribution of non-MCS children.

There was a challenge in reporting accuracy, however. ESSA requires reporting of MCS as a disaggregated subgroup with the purpose of evaluating the specific needs of MCS, who may need special services. Typically, parents complete a survey at the beginning of the school year and the data is then entered into PowerSchool. However, there is no uniform policy across the state and many districts collect and enter the data differently. There are currently eight PowerSchool codes, exceeding the ESSA requirement.

However, the PowerSchool data shows a disconnect with DEERS data. DEERS is a federal collection of all uniformed service members, active and retired. There is no current process to connect that data with what we have. DEERS data can be collected at the ZIP and county level and is considered extremely stable as it is tied to military healthcare and dependents are enrolled. DEERS data does not just reflect public school but reflects all children ages 5-18. This data shows 11,716 active-duty dependent children in SC. One of the challenges is that there is no standardized data collection. Of 19,229 students reported in PowerSchool, approximately 76% attended one of ten school districts. 15 school districts reported no military connected students despite ESSA requirements. Looking at the DEERS data raises the question of why the PowerSchool number is higher than DEERS, since DEERS contains all dependents and not just public school children. All academic and demographic data in this report was collected via PowerSchool.

Ms. Yow then highlighted the federal Impact Aid program, which has a separate but related purpose. Impact Aid reimburses schools for the tax revenue lost as a result of federal installations. If schools collect data on military connected students, they can receive significant aid that can be used in their general fund. Moving to academic performance, this data is also collected via PowerSchool. The KRA results are as expected. MCS typically score higher than non-MCS, which is shown historically as well. AP tests are the exception, there is a decline in MCS performance. This may be due to students moving midyear which could affect performance. Absences were lower for MCS than non-MCS students.

Ms. Yow highlighted a recent Air Force report in which the Air Force ranks public education support for military families at all installations. School districts around South Carolina installations ranked in the bottom half, with districts around Shaw ranking in less than the bottom 10%. This report can be found in the appendix.

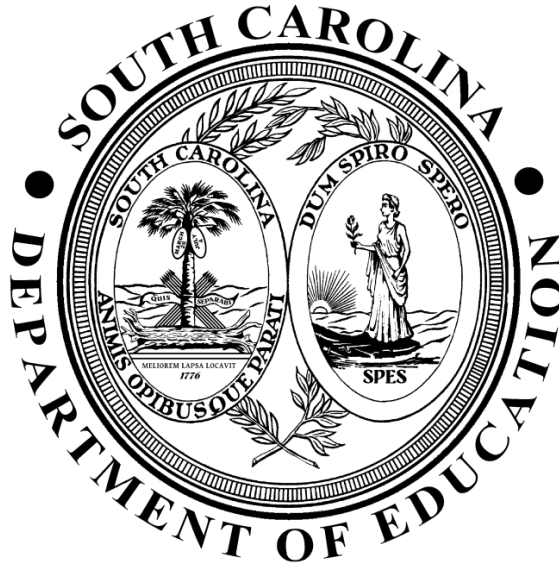
Recommendations- It would be beneficial to identify the barriers SC school districts experience with data collection. DEERS data may assist with this identification. Virginia requires their Department of Ed to provide data on military connected students to state, local, and federal entities. Their representative noted parent discomfort as a likely concern behind parent response, as surveys exceed ESSA response and request employment status. Therefore, we suggest a revision to this policy, using Virginia as a potential model.

Sen. Dwight Loftis asked if graduation rate was a part of this report, which Ms. Yow confirmed. Sen. Loftis wondered if students staid long enough in a school to gain accurate figures. Sen. Loftis stated that military students appear to be doing well, which Ms. Yow affirmed, but mentioned the AP test results. Mr. Ferguson stated that it could be possible that wealthier students take AP tests. Sen. Loftis wondered if it was an issue in being able to assimilate. Dr. Lavery added that it appears that military connected students are 1.7 times more likely to take an AP test than non-MCS and that this could be a reason for the difference in test scores.

With no more questions, the report was moved to full committee. Mr. Ferguson provided an executive director update, stating that the first round of National Clearinghouse sessions has been completed, with over 200 high school and district staff registering to participate. More sessions may be held in the summer. In the fall, the EOC will start an independent evaluation of US History, as requested by the DoE, and ELA and math standards will be up for review. With that, the meeting adjourned.

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 2021

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

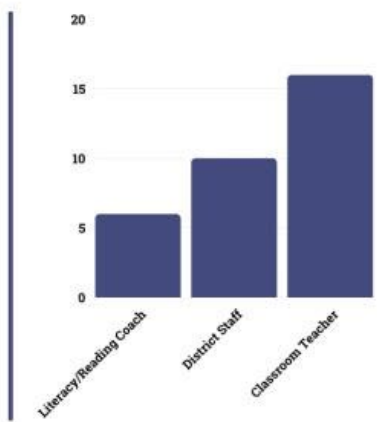
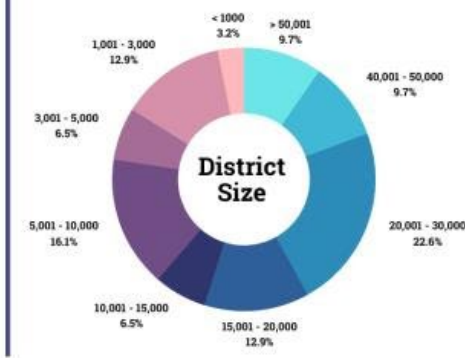
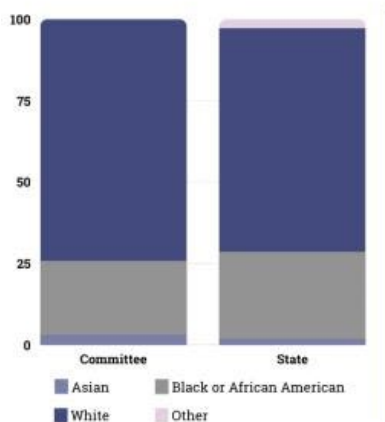
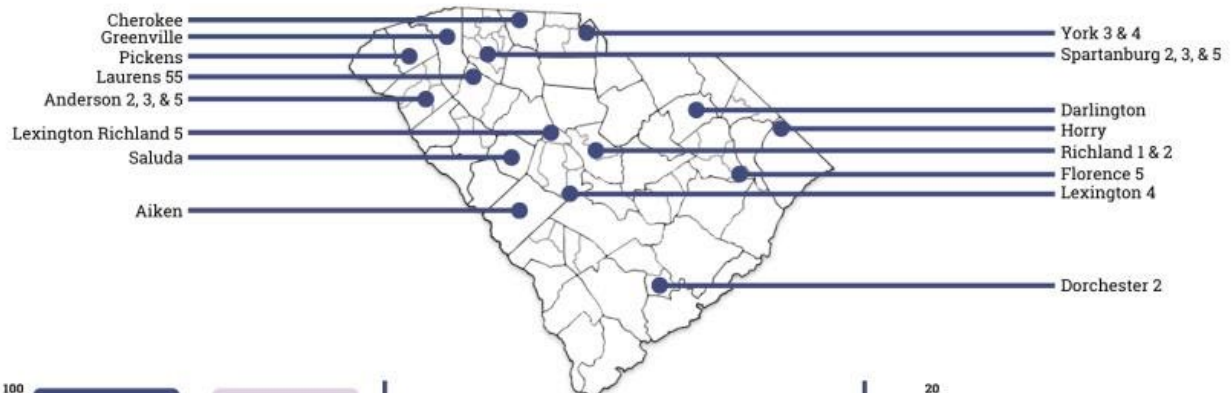
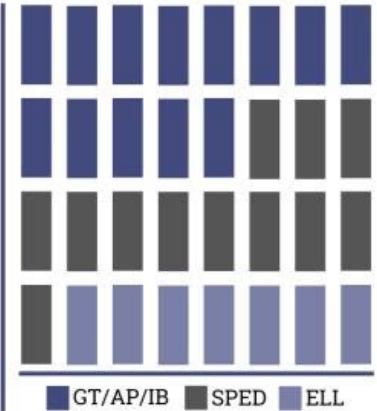
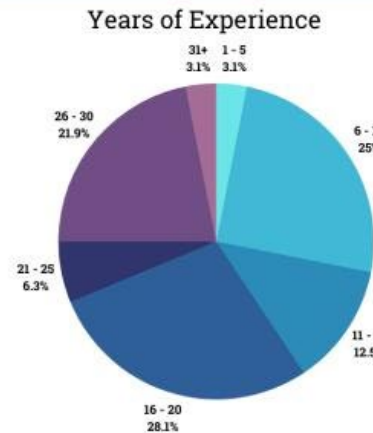
Staff within the Office of Assessment and Standards worked alongside the review panel and writing committees in support of the work.

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.

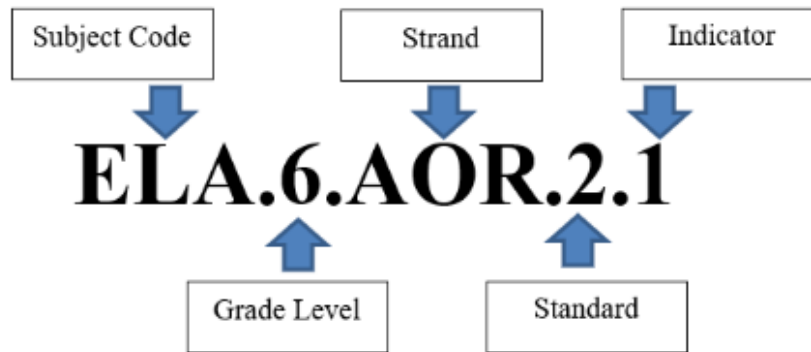
To visualize the progression of each grade-level indicator and pinpoint the introduction of new content, the indicators are also presented in vertically articulated tables (Appendix B). This presentation allows educators to quickly trace the progression of the K-E4 indicators as well as identify areas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

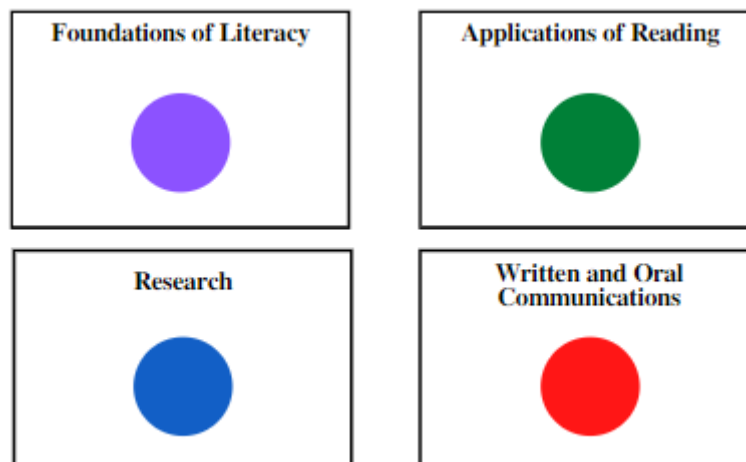
The purpose of Indicator Insights is to provide deeper understanding of the language of the indicators. The language included in this section builds upon previous Indicator Insights, as applicable. Insights provide educators with clarifying information about the expectations of the indicator and/or the 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 Reading (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
	Vocabulary: Morphology	Morphology	K-E4	AOR.9.1
	Print and Non-Print Forms	Print and Non-Print Forms	K-E4	AOR.10.1
Research (R)	Research	Investigating and Refining Knowledge	K-E4	R.1.1
		Credibility	2-E4	R.1.2
		Relevance	4-E4	R.1.3
		Synthesis	4-E4	R.1.4
		Citation	4-E4	R.1.5
Written and Oral Communications (C)	Argumentative Writing	Argumentative Writing	K-E4	C.1.1
	Informative/Expository Writing	Informative/Expository	K-E4	C.2.1
	Narrative Writing	Narrative	K-E4	C.3.1
	Grammar and Conventions	Grammar and Conventions	K-E4	C.4.1
	Improving Writing	Improving Writing	K-E4	C.5.1
	Handwriting	Handwriting	K-5	C.6.1
	Communicating Ideas	Communicating Ideas	K-E4	C.7.1
	Collaboration and Perspective	Collaboration and Perspective	K-E4	C.8.1
	Evaluating Ideas	Evaluating Ideas	K-E4	C.9.1

Diagram of the Grade Level Standards Organization

The strand is included at the top of the page and is color coded. The color coding correlates with the “Standards Map”.

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

ELA.3.AOR.1.2 Identify and explain the purpose of metaphor, hyperbole, and idioms.

Indicator Insights:

ELA.3.AOR.1.2 Instruction can go beyond listed terms learned terms, to include: alliteration, onomatopoeia, de imagery, similes, personification, and idioms.

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

The overarching standard is presented first. It is coded by strand abbreviation and standard number. Each standard has a short title that is underlined. This title correlates with what is used in the “Standards Map”.

ELA.AOR.2: Evaluate and critique the d within and across texts.

ELA.3.AOR.2.1 Identify and explain an expl developed by key details

ELA.3.AOR.2.2 Determine and explain a sat informational text.

Indicator Insight

Some indicators include “Indicator Insights”. These insights provide teachers with clarifying information about the expectations and/or content of the indicator. Some insights provide connections to other indicators or support documents.

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 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.

The indicators are coded using the content area, grade/course level, strand, standard, and indicator. For example, ELA.3.AOR.2 contains two indicators, 2.1 and 2.2.

Some standards may contain only one indicator, but that indicator has subsections. For example, ELA.5.AOR.6.1 addresses summarizing a variety of texts. 6.1a addresses literary texts and 6.1b addresses informational texts.

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 an opportunity 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 create 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 write, 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.

Foundations of Literacy	The Foundations of Literacy strand systematically and explicitly outlines the expectations for student mastery for the domains of alphabets 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.
Overarching Expectations	Overarching Expectations consists of processes such as making inferences and predictions as well as questioning, comparing claims, assessing credibility, and reflecting on one's process of reasoning.

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 the 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

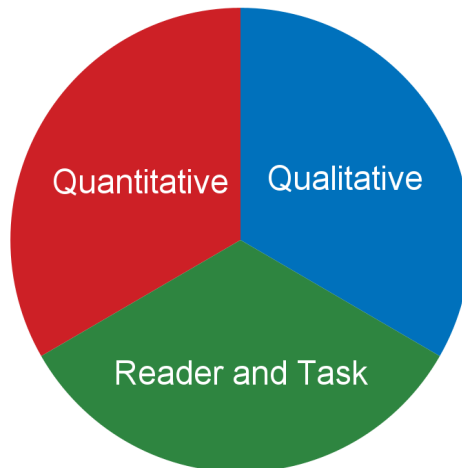
What is text?

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, 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 and student needs.

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 opinion from evidence 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. 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 systematic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension.

As students are developing print writing skills, they are also exploring the writing modes of argumentative, informative, and narrative. Kindergarten students are also entering oral communication skills by learning to listen to others and taking turns in conversations.

Students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students are also reading a variety of informational texts in print and multimedia formats as well as reading text features embedded in informational texts.

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.

It is expected that educators will offer guidance and support to all students as they are entering and working at this grade level. However, it is the expectation that by the end of the school year students are expected to perform mastery of grade-level indicators with independence. Examples of guidance and support might include but are not limited to small group or one-on-one instruction and reteaching, prompting, and differentiated instruction. As students are working toward the mastery of the kindergarten indicators, some students may need additional guidance and support.

*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 Reading (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-’.”

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:
- include main character(s), setting, and important events for a story; and
 - 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:
- ask and answer questions about words and phrases to determine their meaning; and
 - 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:
- sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships;
 - deepen understanding of words by relating words to their opposites; and
 - 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)

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

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.

Indicator Insight:

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

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

ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.

Indicator Insight: none

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

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.

Indicator Insight: none

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

ELA.K.C.4.1 Form and use complete simple sentences. When writing:

- 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.

Indicator Insight:

ELA.K.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.K.C.5.1 With guidance and support, plan, revise, edit, and build 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.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.

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:

- enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- 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, translate a word from print to speech, and encode, translate a word from speech to print. It is also vital that students are developing comprehension and fluency in reading. Students in first grade will work toward mastery of print writing and continue their exploration of the writing modes of argumentative, informative, and narrative. First-grade students are still learning how to appropriately enter conversations and are now learning how to adjust the volume of their voices to fit the context of the conversation.

Instruction in first grade provides a greater focus on finding meaning in text than instruction in kindergarten. Students in first grade are now working on identifying which details are more important, a beginning step in identifying relevance.

Students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students are also reading a variety of informational texts in print and multimedia formats as well as reading text features embedded in informational texts.

It is expected that educators will offer guidance and support to all students as they are entering and working at this grade level. However, it is the expectation that by the end of the school year students are expected to perform mastery of grade-level indicators with independence. Examples of guidance and support might include but are not limited to small group or one-on-one instruction and reteaching, prompting, and differentiated instruction.

*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 Reading (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;
 - 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;

- 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 this grade level are phonics and fluency. 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 are continuing to develop comprehension and fluency in reading. Author’s purpose is introduced for informational text. Students are now printing legibly and writing narratives that include temporal words.

Students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students are also reading a variety of informational texts in print and multimedia formats as well as reading text features embedded in informational texts.

It is expected that educators will offer guidance and support to all students as they are entering and working at this grade level. However, it is the expectation that by the end of the school year students are expected to perform mastery of grade-level indicators with independence. Examples of guidance and support might include but are not limited to small group or one-on-one instruction and reteaching, prompting, and differentiated instruction.

*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 Reading (F)

ELA.F.1:	<u>Demonstrate early phonological awareness to basic phonemic awareness in spoken words.</u>
ELA.2.F.1.1	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.2	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.3	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.4	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.5	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.6	<i>There is not an indicator for second grade.</i>
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:	<u>Demonstrate knowledge of the organization and basic concepts of print.</u>
ELA.2.F.2.1	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.2	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.3	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.4	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.5	<i>There is not an indicator for second grade.</i>
Indicator Insight: none	

ELA.F.3:	<u>Know and apply phonics and word analysis skills in decoding and encoding words.</u>
ELA.2.F.3.1	<i>There is not an indicator for second grade.</i>
ELA.2.F.3.2	<i>There is not an indicator for second grade.</i>
ELA.2.F.3.3	<i>There is not an indicator for second grade.</i>
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	<i>There is not an indicator for second grade.</i>
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 text, students are now beginning to explain how those elements function within a text.

Students are explaining different perspectives of characters within texts and identifying the author’s purpose for writing. In addition, students move from retelling a text to summarizing in third grade.

Third-grade students are beginning to write in cursive. Students are composing arguments, informational pieces, and narratives. They are asked to group related ideas in their writing and use transitions. Students are also learning how to refine questions for research and reflect upon the ideas of others during conversation.

Students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students are also reading a variety of informational texts in print and multimedia formats as well as reading text features embedded in informational texts.

* 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 Reading (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: none

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:
- a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue;
 - b. use periods to punctuate abbreviations and within quotation marks;
 - c. 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;
 - d. use apostrophes to create contractions;
 - e. distinguish between and use interrogative and demonstrative pronouns;
 - f. distinguish between and use comparative and superlative adverbs;
 - g. identify and use prepositional phrases;
 - h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses;
 - i. explain the function of adjectives and adverbs in simple, compound, and complex sentences;
 - j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.
 - k. identify and revise sentence fragments and run-on sentences; and
 - l. 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:
- 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.

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 an important distinction between a narrator’s point of view and characters’ perspectives in literary text, remembering that point of view focuses on who is speaking and who is telling the story whereas perspective is how characters view and process what is happening in the story.

As foundational practice for the in-depth literary analysis that will take place in later grades, students are also expected to determine and explain how key literary elements such as conflict and setting impact plot development and character changes. Students are also continuing to identify organizational structures within informational text.

Writing instruction increases with an emphasis on including logical reasons, sequencing, and developing an organizational structure. Students are studying plot and the ways in which it is impacted by other story elements, such as conflict. Students are also beginning to identify and explain implied themes and central ideas. In research, students are now determining which resources are valid.

Students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students are also reading a variety of informational texts in print and multimedia formats as well as reading text features embedded in informational texts.

* 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 Reading (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:

- 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.

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 beginning to develop 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 the plot forward using both supporting text evidence and elaboration.

In literary texts, students are beginning to analyze how story elements contribute to the plot. In addition, students should be able to explain how point of view can impact how events are described, remembering that point of view focuses on who is speaking and who is telling the story. 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 are beginning to analyze an author's purpose.

Writing continues to be a focus as students begin to develop organizational structures to logically group ideas. Fifth-grade students are working to master the skills they have already learned. They are improving their organization, varying their transitions, and using elaboration effectively. In oral communications, students are beginning to evaluate a speaker's claims. In their own oral communications, students are working to consider and reflect upon the thoughts and ideas of others.

Students are reading four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students are also reading a variety of informational texts in print and multimedia formats as well as reading text features embedded in informational texts.

* 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 Reading (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 and problem-solving skills. Sixth-grade students should be reading longer texts and making inferences, while beginning to analyze how an author’s choices impact meaning in various types of print and multimedia texts. Sixth-grade students are using details and reasons to develop their own writings, while learning how to trace arguments and claims in the writing of others.

Sixth-grade students are learning how to communicate appropriately to a variety of audiences. They are also developing their written and verbal skills to express their ideas clearly while participating in academic discussions. Lastly, students are beginning to develop their abilities to evaluate claims and reasoning in a variety of multimedia texts.

By the end of sixth grade, students are reading a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types can include short novels, chapter books, contemporary fiction, science fiction, myths, folk tales, tall tales, personal essays, memoirs, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that can include, but are not limited to essays, historical documents, news articles, advertisements, primary and secondary sources, reviews, and schedules. Students may also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

*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 Reading (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)

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

<u>ELA.C.7:</u>	<u>Organize and communicate ideas through a range of formats to engage a variety of audiences.</u>
ELA.6.C.7.1	<p>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:</p> <ol style="list-style-type: none"> 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	

<u>ELA.C.8:</u>	<u>Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.</u>
ELA.6.C.8.1	<p>Engage in structured conversations and collaborations about grade-appropriate topics and texts:</p> <ol style="list-style-type: none"> 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: <u>ELA.6.C.8.1</u> 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 <u>OE.4</u> .	

<u>ELA.C.9:</u>	<u>Evaluate and critique ideas and concepts interactively through listening and speaking.</u>
ELA.6.C.9.1	<p>Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation:</p> <ol style="list-style-type: none"> 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 developing critical thinking skills, problem-solving skills, and creativity. Seventh-grade students should be reading closely from a variety of rich and challenging texts. They are making inferences about and beginning to analyze how an author’s choices impact meaning in various types of print and multimedia texts.

Seventh-grade students are improving their writing abilities and techniques to communicate with a variety of audiences. They are also developing their written and verbal skills to express their ideas clearly while participating appropriately in academic discussions. Lastly, students should be developing their abilities to evaluate claims and reasoning in a variety of multimedia texts.

By the end of seventh grade, students are reading a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types can include chapter books, contemporary fiction, science fiction, myths, personal essays, memoirs, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that can include, but are not limited to, essays, historical documents, news articles, advertisements, primary and secondary sources, reviews, and schedules. Students may also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

* 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 Reading (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)

<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.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 are developing 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. They should also be able to demonstrate the ability to analyze how an author’s choices impact meaning in various types of print and multimedia texts.

Eighth-grade students are improving their writing abilities and techniques to communicate with multiple audiences. They are also developing their written and verbal skills to express their ideas clearly and appropriately while participating in academic discussions. Students should be developing their abilities to evaluate the validity and credibility of a variety of multimedia texts.

By the end of eighth grade, students are reading a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types can include chapter books, contemporary fiction, science fiction, myths, personal essays, memoirs, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that can include, but are not limited to, essays, historical documents, news articles, advertisements, primary and secondary sources, reviews, and schedules. Students may also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

* 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 Reading (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)

ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.	
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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 structure. 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. They should also be able to demonstrate the ability to analyze the structure and techniques of various types of print and multimedia texts.

English 1 students are improving their writing abilities and techniques to communicate with multiple audiences. They are also developing and refining their written and verbal skills to express their ideas clearly and appropriately while participating in academic discussions. Students should be developing their abilities to evaluate the validity and credibility of a variety of multimedia texts.

By the end of English 1, students are reading a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types can include historical fiction, contemporary fiction, myths, epics, monologues, autobiographical and biographical sketches, and graphic novels.

Additionally, students are reading 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 schedules. Students may also examine documentaries, podcasts, commercials, visual performances, infographics, and other forms of multimedia texts.

* 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 Reading (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)

ELA.R.1:	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
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 structure. 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

- c. 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 beginning to refine critical thinking skills, problem-solving skills, and creativity. English 2 students should be closely reading rich and challenging texts. They should also be able to demonstrate the ability to analyze the structure and techniques of various types of print and multimedia texts.

English 2 students must be able to use a variety of writing skills and techniques to communicate with multiple audiences. They should also be able to use written and verbal skills to express their ideas clearly and appropriately while taking part in partner and group discussions. Students should continue developing their abilities to evaluate the validity and credibility of a variety of multimedia texts.

By the end of English 2, students are reading a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types can include historical fiction, contemporary fiction, myths, monologues, autobiographical and biographical sketches, and graphic novels.

Additionally, students are reading expository, persuasive, and informational texts that can include, but are not limited to, research reports, scientific reports, political and social essays, historical speeches, news articles, journals, reviews, persuasive brochures, directions, and schedules. Students may also examine documentaries, visual performances, podcasts, commercials, infographics, and other forms of multimedia texts.

*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 Reading (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:</u>	<u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u>
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.
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.
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

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:
- 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 or observation;
 - 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.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 structure. 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 to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information;
 - select and use verbs with appropriate mood and tone;
 - 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 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 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- 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.

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. Students should be writing a variety of well-structured compositions, including research papers, narratives, argumentative papers, and literary analyses.

English 3 students should be able to analyze and evaluate the structure, tone, and techniques of various types of print and multimedia texts. Students in English 3 should be refining written and verbal skills to express their ideas clearly and appropriately while taking part in individual and group discussions. Students should be refining their abilities to evaluate the validity and credibility of a variety of multimedia sources.

By the end of English 3, students are reading a variety of fiction, literary nonfiction, poetry, and drama. Text types may include historical fiction, contemporary fiction, myths, allegories, parodies, monologues, autobiographical and biographical sketches, and speeches.

Additionally, students are reading expository, persuasive, and informational texts that can include, but are not limited to, research reports, scientific reports, political and social essays, historical speeches, news articles, journals, reviews, government documents, instruction manuals, and editorials. Students may also examine documentaries, visual performances, podcasts, commercials, infographics, and other forms of multimedia texts.

*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 Reading (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) how *figurative language* impacts the meaning in text to how an author uses *figurative language* and its impact on the text.

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.AOR6.1 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;

- 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).

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)

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

- 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 or observation and establishing its significance;
- 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.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 structure. 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.

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

- c. 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 should be able to demonstrate 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 present ideas and information effectively. They should be able to demonstrate the ability to analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts.

English 4 students must be able to use a myriad of writing skills and techniques to communicate with a variety of audiences. Additionally, students entering English 4 should be able to express ideas clearly and appropriately while also effectively taking part in individual and group discussions. Students should be able to evaluate and critique the validity and credibility of a variety of multimedia texts.

By the end of English 4, students are reading a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types can include myths, allegories, satires, contemporary fiction, memoirs, epics, and graphic novels.

Additionally, students are reading expository, persuasive, and informational texts that can include, but are not limited to, historical documents, research reports, historical essays, scientific essays, political essays, historical speeches, literary analyses, news articles, speeches, reviews, contracts, government documents, and business forms. Students may also examine documentaries, podcasts, commercials, infographics, visual performances, and other forms of multimedia texts.

*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.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 Reading (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;

- 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).

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)

ELA.R.1:		<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 structure. 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: 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.	Identify the vowel and produce the vowel sound in a printed syllable or word to: a. 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; b. 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,	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).

Code	Kindergarten	First Grade	Second Grade
		common vowel 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	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

Code	Kindergarten	First Grade	Second Grade
		<p>change the base word (e.g., -s, -ed);</p> <p>i. contractions with am, is, has, and not;</p> <p>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) *;</p> <p>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) *;</p> <p>l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind) *;</p> <p>m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *;</p> <p>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</p>	<p>(oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);</p> <p>g. vowel-r combinations (ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);</p> <p>h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);</p> <p>i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);</p> <p>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);</p> <p>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;</p> <p>l. words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym);</p>

Code	Kindergarten	First Grade	Second Grade
		<p>o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save).</p> <p>*With prompting and support</p>	<p>m. words with silent 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: <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. 	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. 	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; 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: <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; 	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>

	<ul style="list-style-type: none"> 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. 		
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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.

Code	Determining Meaning
ELA.8.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> <ol style="list-style-type: none"> 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.
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> <ol style="list-style-type: none"> 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.
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> <ol style="list-style-type: none"> 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 phrases; and consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.
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> <ol style="list-style-type: none"> 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.
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> <ol style="list-style-type: none"> use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; consult print and digital reference materials to build and integrate background knowledge; and

Code	Determining Meaning
	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.3.AOR.7.1	Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) 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.
ELA.2.AOR.7.1	Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: 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	Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: 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	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.

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: <ol style="list-style-type: none"> 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 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: <ol style="list-style-type: none"> 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 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: <ol style="list-style-type: none"> 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).
ELA.E1.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: <ol style="list-style-type: none"> 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).
ELA.8.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: <ol style="list-style-type: none"> interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;

Code	Word Meaning Within Text
	<ul style="list-style-type: none"> 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).
ELA.7.AOR.8.1	<p>Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <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	<p>Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <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	<p>Determine an author's use of figurative and technical language in literary, informational, and multimedia texts:</p> <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	<p>Determine an author's use of figurative and technical language in grade-level literary, informational, and multimedia texts:</p> <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	<p>Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <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	<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. ask and answer questions about words and phrases to determine their meaning; and

Code	Word Meaning Within Text
	b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny).
ELA.1.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. 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.6.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.K.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;

Code	Argumentative Writing
	<ul style="list-style-type: none"> b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; 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; a. create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; b. link the major sections of the text cohesively; c. establish a tone and style appropriate to the purpose; and d. 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.

Code	Argumentative Writing
ELA.6.C.1.1	Write arguments to support a claim with clear reasons and relevant evidence . When writing: a. introduce a claim and organize the reasons and evidence clearly; 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	Write arguments to make a claim about a topic. When writing: 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	Write arguments to make a claim about a topic. When writing: 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	Write opinion pieces about a topic. When writing: 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	Write opinion pieces about a topic. When writing: 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	Write opinion pieces about a topic. When writing: 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	Use a combination of drawing , dictating , and writing to state a topic and communicate an opinion and a supporting reason .

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;

Code	Informative/Expository Writing
	<ul style="list-style-type: none"> d. use precise language and vocabulary appropriate to the complexity of the topic; 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;

Code	Informative/Expository Writing
	<ul style="list-style-type: none"> 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.6.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 clearly and organize information logically; b. develop the topic with relevant facts, definitions, details, quotes, or other information and examples; c. use appropriate transitions to clarify the relationships among ideas and concepts; d. use precise language and vocabulary to inform or to explain the topic; and e. 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> <ul style="list-style-type: none"> a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. 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> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. 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> <ul style="list-style-type: none"> a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information form a provided source; and f. provide a concluding statement or section.

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

Code	Narrative Writing
	<ul style="list-style-type: none"> 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.
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;

Code	Narrative Writing
	<ul style="list-style-type: none"> 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.
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	Write narratives to develop real or imagined experiences. When writing:

Code	Narrative Writing
	<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 d. provide an ending.
ELA.2.C.3.1	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> 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	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> 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	<p>Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.</p>

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 structure. When writing: <ul style="list-style-type: none">a. apply knowledge of rules for capitalization and punctuation;b. apply knowledge of usage to revise sentence fragments and run-on sentences; anda. 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 structure. When writing: <ul style="list-style-type: none">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; andb. 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 structure. When writing: <ul style="list-style-type: none">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; andc. 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 structure. When writing: <ul style="list-style-type: none">a. apply knowledge of rules for capitalization;

Code	Grammar and Conventions
	<ul style="list-style-type: none"> 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; 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 d. 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 structure. 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 e. 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 structure. 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 structure. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization;

Code	Grammar and Conventions
	<ul style="list-style-type: none"> 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); 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 g. 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 h. 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;

Code	Grammar and Conventions
	<ul style="list-style-type: none"> 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	<p>Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; b. use periods to punctuate abbreviations and within quotation marks; c. 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; d. use apostrophes to create contractions; e. distinguish between and use interrogative and demonstrative pronouns; f. distinguish between and use comparative and superlative adverbs; g. identify and use prepositional phrases; h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; i. explain the function of adjectives and adverbs in simple, compound, and complex sentences; j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. k. identify and revise sentence fragments and run-on sentences; and l. 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> <ul style="list-style-type: none"> a. capitalize proper nouns (holidays, product names, and geographic names); b. use periods to punctuate initials and titles of people; c. 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.
ELA.1.C.4.1	<p>Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ul style="list-style-type: none"> a. capitalize the names of people and dates; b. use exclamation points, question marks, or periods to punctuate;

Code	Grammar and Conventions
	<ul style="list-style-type: none"> c. use commas to separate single words in a series; d. use a comma after the day and before the year in a date; e. 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.
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	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting: <ul style="list-style-type: none">a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);b. convey a perspective with clear reasoning and valid evidence;c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; andd. create, share, and/or publish multimedia texts through a range of formats for publication.
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: <ul style="list-style-type: none">a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);b. convey a perspective with clear reasoning and valid evidence;c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; andd. create, share, and/or publish multimedia texts through a range of formats for publication.
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: <ul style="list-style-type: none">a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);b. convey a clear perspective with clear reasoning and credible evidence;c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; andd. select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.
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: <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;

Code	Communicating Ideas
	<ul style="list-style-type: none"> c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate online platforms to export multimedia texts for publication.
ELA.8.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> <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	<p>Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples. When presenting:</p> <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	<p>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:</p> <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	<p>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:</p> <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.

Code	Communicating Ideas
ELA.4.C.7.1	<p>Present information orally to report on a topic or text, tell a story, or recount an experience. When presenting:</p> <ol style="list-style-type: none"> 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.
ELA.3.C.7.1	<p>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:</p> <ol style="list-style-type: none"> 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.
ELA.2.C.7.1	<p>Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking:</p> <ol style="list-style-type: none"> demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and identify and use appropriate digital tools to enhance verbal communication with support from adults.
ELA.1.C.7.1	<p>Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after).</p>
ELA.K.C.7.1	<p>Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).</p>

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.

Code	Collaboration and Perspective
	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.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

Code	Collaboration and Perspective
	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 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: 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: 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: 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: 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:

Code	Evaluating Ideas
	<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; 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.

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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.

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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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