



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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**North Dakota**  
**English Language Arts (ELA)**  
**Content Standards**  
**Grades K–12**  
**June 2023**

North Dakota Department of Public Instruction  
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## Superintendent's Foreword

Our North Dakota schools strive to provide learners with the literacy skills they need to interpret and communicate information. They need to be able to evaluate the credibility of the information they see in all its forms. Our learners must possess skills to convey their ideas accurately and clearly in all formats.

The new English Language Arts content standards, which were drafted by North Dakota teachers and content experts, develop learners' foundational skills to read, write, and communicate effectively. These standards embed the research-based foundational reading skills identified by North Dakota State Century Code 15.1-21-12.1. These skills are honed and expanded upon as students progress through their K-12 academic careers.

While North Dakota content standards represent a statewide reference point for teaching literacy, local school districts are encouraged to use them as a guide for developing their own customized curriculum.

The North Dakota Department of Public Instruction worked jointly with a North Dakota State University facilitator as the content standards work began in July 2022. This continued through April 2023, producing drafts that were made available for public comment. They generated valuable feedback from teachers, administrators, parents, and the community. Additionally, the team referenced previous North Dakota standards, standards from other states, and research on reading and writing to identify skills that learners need to comprehend information and communicate effectively.

A review committee of interested people from the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talent to reviewing the draft standards and providing recommendations to the writing committee.

No one is better qualified to prepare our schools' English Language Arts learning standards than our teachers. Their work on this document exemplifies the best in North Dakota education – North Dakota teachers writing statewide standards openly, transparently, and collaboratively.

Each writing committee member deserves our thanks for their extensive research, analysis, and deliberations. Thanks to their work, these standards are ready to be used in classrooms throughout the state.

## Introduction

The North Dakota English Language Arts (ELA) Content Standards provide a rigorous and content-appropriate framework for instruction to increase student achievement and provide students with a quality, equitable education. The ELA content standards will be fundamental in achieving 21<sup>st</sup>-century skills, college preparation, and career readiness.

Developing these new ELA standards for literacy foundations, communication, reading, writing, and research was a multi-phase process. State Superintendent of Public Instruction Kirsten Baesler established a statewide committee through an application process that included teachers and higher education faculty. Over five two-day sessions, the committee reviewed the existing standards; drafted new standards; and revised their work based upon input from two rounds of public comments and two reviews by a review committee representing business interests, parents, and the public. The committee began its work in July 2022 and finalized the new standards in June 2023.

The committee responded to feedback from the community to address gaps and redundancies in the standards, reorganizing and simplifying to make the standards comprehensive, rigorous, and user-friendly. Progressions were added to support school districts vertically aligning skills across the grade levels. The committee's work was guided by [Century Code 15.1-21-12.1](#), brain research, and evidence-based best practices.

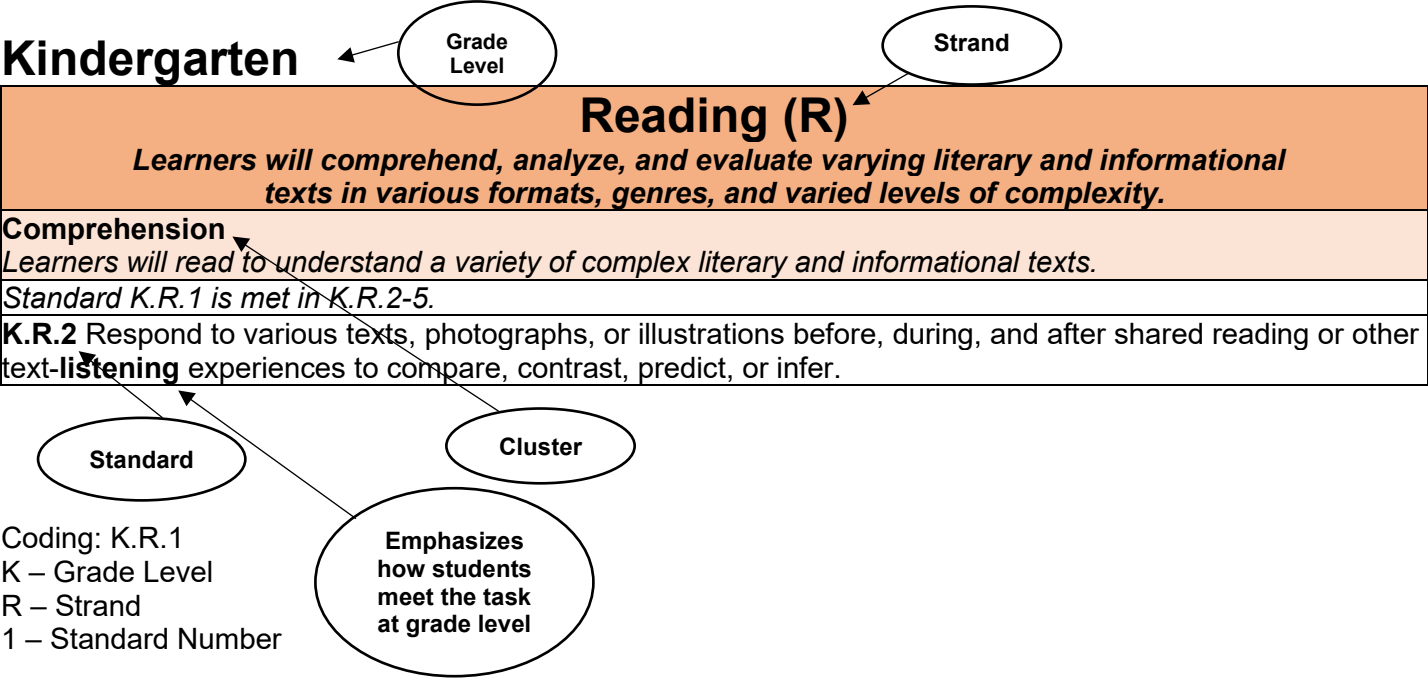
Students need to be choice ready and literate. To be literate, students need skills to understand complex and varying texts independently, communicate through both writing and speaking, and collaborate with others in a constantly changing world. With this in mind, the North Dakota Content Standards for English Language Arts aim to empower students to:

- Demonstrate independence in reading, writing, and communication.
- Build strong content knowledge through reading and writing.
- Adapt communication to effectively meet the demands of various audiences, tasks, purposes, and subjects.
- Comprehend, analyze, and critique complex texts.
- Develop research questions and conduct credible research.
- Cite specific evidence and evaluate others' use of evidence.
- Use technology and digital media strategically and capably.
- Collaborate effectively with peers and understand other perspectives.

# How to Read This Document

The content standards assist districts in developing curriculum, scope, and sequence. The standards do not define how teachers teach. Instead, it is a guide for school district use.

The document is organized by strand, cluster, and standard. It includes five ELA strands: Foundations of Literacy (grades K-6 only), Communication, Reading, Writing, and Inquiry and Research. Each strand progresses from kindergarten through grade 12, with grades 9-10 and 11-12 banded. Each strand is broken into sub-concepts called clusters, and each cluster comprises the standards. The elementary level focuses on building foundational skills, the middle level moves toward applying and extending those skills, and the high school level refines and hones the skills needed for varying situations, tasks, and audiences encountered in the post-high school world.



## Resources

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# **K-12 English Language Arts Content Standards**

# Kindergarten

<b>FOUNDATIONS OF LITERACY (F)</b> <i>Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</i>	
<b>Print Concepts</b> <i>Learners will demonstrate knowledge of books, print, and written language and how they function.</i>	
<b>K.F.1</b> Recognize the front cover, back cover, author, and illustrator of books.	
<b>K.F.2</b> Follow words from left to right, top to bottom, and page by page.	
<b>K.F.3</b> Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.	
<b>Phonological and Phonemic Awareness</b> <i>Learners will accurately manipulate phonemes (sounds) in the spoken language.</i>	
<b>K.F.4</b> Recognize and produce rhyming words.	
<b>K.F.5</b> Segment parts of spoken words. a. Segment multisyllabic spoken words by syllables. b. Segment one-syllable spoken words into two-phonemes and three-phonemes.	
<b>K.F.6</b> Blend parts of spoken words. a. Blend two or more syllables into a spoken word. b. Blend two or three phonemes into a one-syllable spoken word.	
<b>K.F.7</b> Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.	
<b>Phonics and Word Study</b> <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	
<b>K.F.8</b> Decode words with phoneme-grapheme correspondences: a. predictable consonants b. predictable short vowels spelled with a, i, o, u, e c. long vowels associated with single letters in open one-syllable words d. irregularly spelled high-frequency words	
<b>K.F.9</b> Encode words with phoneme-grapheme correspondences: a. predictable consonants b. predictable short vowels c. long vowels with single letters in open one-syllable words (e.g., he, me, go)** d. irregularly spelled high-frequency words *Regular high-frequency words should be taught in phonics. **Some words will be introduced as irregularly spelled until students learn about open syllables.	
<b>K.F.10</b> Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., bat, can, pop).	
<b>K.F.11</b> Orally use new academic, content-specific, grade-level vocabulary, and relate new words to prior knowledge.	
<b>Fluency</b> <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	
<b>K.F.12</b> Demonstrate fluency through the application of phonemic and phonological skills. a. Accurately and automatically recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order. b. Accurately and automatically produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order. c. Accurately and automatically blend sounds at the word level. *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.	
<b>Foundations of Writing</b> <i>Learners will write complete sentences and paragraphs.</i>	
<b>K.F.13</b> Write uppercase and lowercase letters accurately.	
<b>K.F.14</b> Write a simple sentence using subject and predicate, with capital letters, punctuation, and appropriate word spacing.	

# Kindergarten

## COMMUNICATION (C)

*Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.*

### Presentational Communication

*Learners will organize and express information in a format appropriate to the audience and purpose.*

**K.C.1** Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults).

**K.C.2** Speak audibly to express thoughts, feelings, and ideas.

**K.C.3** Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

**K.C.4** Use grade-appropriate, conversational, general academic, and domain-specific words and phrases.

### Collaboration

*Learners will work effectively with their peers to accomplish a common goal or purpose.*

*Standard C.5 begins in sixth grade.*

**K.C.6** Participate in conversations by listening to others and taking turns speaking.

**K.C.7** Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.

## READING (R)

*Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.*

### Comprehension

*Learners will read to understand various complex literary and informational texts.*

*Standard K.R.1 is met in K.R.2-5.*

**K.R.2** Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other **text-listening** experiences to compare, contrast, predict, or infer.

**K.R.3a** Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other **text-listening** experience.

**K.R.3b** Tell about characters and setting in a literary text during or after a shared reading or other **text-listening** experience.

*Standard R.4 begins in fourth grade. The main idea is taught in grades K-3 in standard R.3a.*

**K.R.5** Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other **text-listening** experiences.

### Text Analysis

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.*

**K.R.6** Identify photographs, illustrations, and labels during or after a shared reading or other **text-listening** experience.

*Standard R.7 begins in third grade.*

**K.R.8** Use a variety of fiction texts.

- Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other **text-listening** experience.
- Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or **text-listening** experience.

# Kindergarten

<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.</i>
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>
<b>K.W.1</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience. <i>Standard W.2 begins in second grade.</i>
<b>K.W.3</b> Draw and write informative pieces on a topic. (See standards L.1, F.14.)
<b>K.W.4</b> Draw and write opinion pieces on a topic. (See standards L.1, F.14.)
<b>K.W.5</b> Draw and write narrative pieces that describe a single event. (See standards L.1, F.14.)
<b>Writing Process and Craft</b> <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>
<b>K.W.6</b> Develop and strengthen writing utilizing the five steps appropriate to the task: <ul style="list-style-type: none"><li>a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).</li><li>b. Drafting: Develop writing from the planning process. (See standard K.F.14.)</li><li>c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. (See standard K.W.7.)</li><li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard K.F.9), sentence writing (see standard K.L.1), and grammar standards (see standard K.L.2).</li><li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li></ul>
<b>K.W.7</b> Produce shared and interactive writing with emotion or personality expressed through word choice.
<b>Language Usage (L)</b> <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>
<b>K.L.1</b> Compose a simple sentence. <ul style="list-style-type: none"><li>a. Begin with a capital letter and capitalize the pronoun I.</li><li>b. Use appropriate word spacing.</li><li>c. Conclude with a punctuation mark.</li></ul>
<b>K.L.2</b> Identify parts of speech in sentences orally, with illustrations, or in writing: <ul style="list-style-type: none"><li>a. concrete objects such as people, places, or things (i.e., nouns)</li><li>b. words as actions (i.e., verbs)</li><li>c. color and size adjectives</li><li>d. the pronoun I</li><li>e. spatial and time relationships such as up, down, before, and after</li></ul>
<b>INQUIRY AND RESEARCH (IR)</b> <i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i>
<i>IR Standards begin in second grade.</i>

# First Grade

<b>FOUNDATIONS OF LITERACY (F)</b> <i>Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</i>	
<b>Print Concepts</b> <i>Learners will demonstrate knowledge of what books, print, and written language are and how they function.</i>	
Standard F.1 is mastered in kindergarten.	
Standard F.2 is mastered in kindergarten.	
<b>1.F.3</b> Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).	
<b>Phonological and Phonemic Awareness</b> <i>Learners will accurately manipulate phonemes (sounds) in the spoken language.</i>	
Standard F.4 is mastered in kindergarten.	
<b>1.F.5</b> Segment one-syllable spoken words into four or more phonemes.	
<b>1.F.6</b> Blend four or more phonemes to produce a spoken word or syllable.	
<b>1.F.7</b> Manipulate parts of spoken words. <ul style="list-style-type: none"> <li>a. Delete initial and final phonemes or word parts.</li> <li>b. Substitute initial, medial vowel, final phonemes, or word parts.</li> </ul>	
<b>Phonics and Word Study</b> <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	
<b>1.F.8</b> Decode words with phoneme-grapheme correspondences: <ul style="list-style-type: none"> <li>a. consonant digraphs</li> <li>b. two consonant blends at the beginning and end of words</li> <li>c. single consonant after a short vowel</li> <li>d. soft and hard c and g; s as /z/</li> <li>e. closed and open syllables</li> <li>f. silent e in single-syllable words</li> <li>g. vowel teams</li> <li>h. r-controlled</li> <li>i. prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing)</li> <li>j. functions of y</li> <li>k. contractions</li> <li>l. irregularly spelled high-frequency words</li> </ul>	
<b>1.F.9</b> Encode words with phoneme-grapheme correspondences: <ul style="list-style-type: none"> <li>a. digraphs</li> <li>b. two consonant blends</li> <li>c. silent e</li> <li>d. double consonants at the end of words</li> <li>e. irregularly spelled high-frequency words</li> </ul>	
<b>1.F.10</b> Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).	
<b>1.F.11</b> Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. <ul style="list-style-type: none"> <li>a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.</li> </ul>	
<b>Fluency</b> <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	
<b>1.F.12</b> Read accurately and automatically <ul style="list-style-type: none"> <li>a. at the word level</li> <li>b. at the sentence level</li> <li>c. a variety of first-grade texts with expression, phrasing, purpose, and understanding.</li> </ul>	
*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.	

# First Grade

<b>Foundations of Writing</b> <i>Learners will write complete sentences and paragraphs.</i>
<b>1.F.13</b> Write uppercase and lowercase letters accurately and automatically.
<b>1.F.14</b> Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
<b>COMMUNICATION (C)</b> <i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i>
<b>Presentational Communication</b> <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>
<b>1.C.1</b> Describe people, places, things, and events with relevant details expressing ideas orally to a targeted audience (e.g., peers and adults).
<b>1.C.2</b> Speak audibly in complete sentences to express thoughts, feelings, and ideas.
<b>1.C.3</b> Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.
<b>1.C.4</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<b>Collaboration</b> <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>
<i>Standard C.5 begins in sixth grade.</i>
<b>1.C.6</b> Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.
<b>1.C.7</b> Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step verbal directions.
<b>READING (R)</b> <i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i>
<b>Comprehension</b> <i>Learners will read to understand varying complex literary and informational texts.</i>
<i>Standard 1.R.1 is met in 1.R.2-5.</i>
<b>1.R.2</b> Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other <b>text-listening</b> experiences to compare, contrast, predict, or infer.
<b>1.R.3a</b> Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other <b>text-listening</b> experiences.
<b>1.R.3b</b> Identify characters, setting, and plot in a literary text during or after a shared reading or other <b>text-listening</b> experience.
<i>Standard R.4 begins in fourth grade. The main idea is taught in K-3 in standard R.3a.</i>
<b>1.R.5</b> Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other <b>text-listening</b> experiences.
<b>Text Analysis</b> <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i>
<b>1.R.6</b> Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other <b>text-listening</b> experience.
<i>Standard R.7 begins in third grade.</i>
<b>1.R.8</b> Use a variety of fiction texts. <ul style="list-style-type: none"> <li>a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other <b>text-listening</b> experience.</li> <li>b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other <b>text-listening</b> experience.</li> </ul>

# First Grade

<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</i>	
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>	
<b>1.W.1</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	
<i>Standard W.2 begins in second grade.</i>	
<b>1.W.3</b> Write informative pieces that detail the topic. (See standards L.1, F.14.)	
<b>1.W.4</b> Write opinion pieces on a topic using a reason to support the opinion. (See standards L.1, F.14.)	
<b>1.W.5</b> Write narrative pieces that describe a single event with a beginning, middle, and end. (See standards L.1, F.14.)	
<b>Writing Process and Craft</b> <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	
<b>1.W.6</b> Develop and strengthen writing utilizing the five steps appropriate to the task. <ul style="list-style-type: none"> <li>a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).</li> <li>b. Drafting: Develop writing from the planning process.</li> <li>c. Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 1.W.7).</li> <li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 1.F.9), sentence writing (see standard 1.L.1), and grammar standards (see standard 1.L.2).</li> <li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li> </ul>	
<b>1.W.7</b> Produce writing with emotion or personality expressed through word choice.	
<b>Language Usage (L)</b> <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>	
<b>1.L.1</b> Compose simple sentences. <ul style="list-style-type: none"> <li>a. Begin with a capital letter and capitalize proper names, months, and days of the week.</li> <li>b. Conclude with a period, question mark, or exclamation mark.</li> </ul>	
<b>1.L.2</b> Recognize and use parts of speech in sentences: <ul style="list-style-type: none"> <li>a. nouns as concrete objects (i.e., people, places, and things)</li> <li>b. regular plural nouns</li> <li>c. present-tense verbs as actions</li> <li>d. color, size, and number adjectives</li> <li>e. the pronouns I, me, you, and we</li> <li>f. the conjunctions and, or, but</li> </ul>	
<b>INQUIRY AND RESEARCH (IR)</b> <i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i>	
<i>Standards for Research begin in second grade.</i>	



## Second Grade

### FOUNDATIONS OF LITERACY (F)

*Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.*

#### Print Concepts

*Learners will demonstrate knowledge of books, print, and written language and how they function.*

*Print Concept standards are mastered in first grade.*

#### Phonological and Phonemic Awareness

*Learners will accurately manipulate phonemes (sounds) in the spoken language.*

*Phonological and Phonemic Awareness standards are mastered in first grade. In second grade, learners should continue to practice manipulating parts of spoken words to increase phonemic proficiency.*

#### Phonics and Word Study

*Learners will decode, encode, and connect meaning to word parts and words.*

**2.F.8** Decode words with phoneme-grapheme correspondences:

- a. vowel teams
- b. diphthongs
- c. three consonant blends
- d. other r-controlled
- e. silent e in multisyllabic words
- f. r-controlled in multisyllabic words
- g. vowel team in multisyllabic words
- h. consonant le
- i. homophones
- j. irregularly spelled high-frequency words
- k. silent letter combinations
- l. schwa
- m. common derivational suffixes (e.g., -ly, -ful, -able)

**2.F.9** Encode words with phoneme-grapheme correspondences:

- a. closed and open syllables
- b. vowel teams
- c. soft and hard c and g; s as /z/
- d. r-controlled
- e. prefixes and suffixes
- f. functions of y
- g. contractions
- h. irregularly spelled high-frequency words

**2.F.10** Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, and homographs).

**2.F.11** Use new academic, content-specific, grade-level vocabulary, connecting previously learned words and relating new words to background knowledge.

- a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.

#### Fluency

*Learners will read with sufficient accuracy, rate, and expression to support comprehension.*

**2.F.12** Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding.

\*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

#### Foundations of Writing

*Learners will write complete sentences and paragraphs.*

**2.F.13** Write uppercase and lowercase letters accurately and automatically for all writing purposes.

**2.F.14** Write a paragraph including multiple complete sentences on a topic. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, opinion, or informative.)



## Second Grade

### COMMUNICATION (C)

*Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.*

#### Presentational Communication

*Learners will organize and express information in a format appropriate to the audience and purpose.*

**2.C.1** Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details.

**2.C.2** Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications.

**2.C.3** Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.

**2.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

#### Collaboration

*Learners will work effectively with their peers to accomplish a common goal or purpose.*

*Standard C.5 begins in sixth grade.*

**2.C.6** Participate in conversations by linking comments to the remarks of others and asking questions.

**2.C.7** Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.

### READING (R)

*Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.*

#### Comprehension

*Learners will read to understand various complex literary and informational texts.*

**2.R.1** Comprehend information during and after listening to a grade-level text.

**2.R.2** Ask and answer questions about key details before, during, and after **reading** a variety of literary and informational texts to compare, contrast, predict, or infer.

**2.R.3a** Identify the main idea with supporting details during or after **reading** an informational text or passage.

**2.R.3b** Retell the plot to include the beginning, middle, and end of a literary text after **reading**.

*Standard R.4 begins in fourth grade. The main idea is taught in grades K-3 in standard R.3a.*

**2.R.5** Determine the meaning of unknown words and phrases through a variety of text experiences.

#### Text Analysis

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.*

**2.R.6** Identify text features (e.g., timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

*Standard R.7 begins in third grade.*

**2.R.8** Use a variety of fiction and poetry texts.

- Describe characters' feelings or traits during or after **listening** to a story.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after **listening** to a story or poem.

### WRITING (W)

*Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.*

#### Text Types and Structure

*Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.*

**2.W.1** Produce writing appropriate to the task, purpose, or audience.

**2.W.2** Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure.

## Second Grade

### Text Types and Structure

*Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.*

**2.W.3** Write informative pieces that include factual details on the topic. (See standards L.1, W.2, F.14.)

**2.W.4** Write opinion pieces on a topic using reasons to support the opinion. (See standards L.1, W.2, F.14.)

**2.W.5** Write narrative pieces that describe a well-elaborated event in sequence. (See standards L.1, W.2, F.14.)

### Writing Process and Craft

*Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.*

**2.W.6** Develop and strengthen writing utilizing the five steps appropriate to the task.

- Planning: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).
- Drafting: Develop writing from the planning process.
- Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 2.W.7).
- Editing: Improve writing by using appropriate grade-level spelling (see standard 2.F.9), sentence writing (see standard 2.L.1), and grammar standards (see standard 2.L.2).
- Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**2.W.7** Write with intentional word choice that integrates emotion or descriptive language.

### Language Usage (L)

*Learners will integrate appropriate language and style to ensure effective readability in writing.*

**2.L.1** Compose simple and compound sentences.

- Begin with a capital letter and capitalize proper names, holidays, months, and days of the week.
- Conclude with appropriate punctuation including the period, question mark, or exclamation mark.

**2.L.2** Recognize and use parts of speech in sentences:

- common, proper, and irregular plural nouns
- tenses of verbs (i.e., past, present, future)
- the simple subject and simple predicate of a sentence
- descriptive adjectives and articles (i.e., a, an, the) as adjectives
- singular and plural personal pronouns, and the nouns they replace
- the conjunctions and, or, but

### INQUIRY AND RESEARCH (IR)

*Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.*

*Standard IR.1 begins in third grade.*

**2.IR.2** Locate important information on a topic in a provided source during a shared or interactive experience.

**2.IR.3** Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience.

# Third Grade

<b>FOUNDATIONS OF LITERACY (F)</b> <i>Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</i>	
<b>Print Concepts</b>	
<i>Learners will demonstrate knowledge of books, print, and written language and how they function.</i>	
<i>Print Concept standards are mastered in first grade.</i>	
<b>Phonological and Phonemic Awareness</b>	
<i>Learners will accurately manipulate phonemes (sounds) in the spoken language.</i>	
<i>Phonological and Phonemic Awareness standards are mastered in first grade.</i>	
<b>Phonics and Word Study</b>	
<i>Learners will decode, encode, and connect meaning to word parts and words.</i>	
<b>3.F.8</b>	Decode words with phoneme-grapheme correspondences: <ol style="list-style-type: none"> <li>multisyllabic word construction and division               <ul style="list-style-type: none"> <li>open syllables</li> <li>closed syllables</li> <li>complex closed syllables</li> <li>long vowel VCe</li> <li>vowel-r syllables</li> <li>vowel team syllables</li> <li>consonant -le syllables</li> <li>syllable division principles (VC/CV, V/CV, etc.)</li> </ul> </li> <li>inflectional endings</li> <li>Latin and Greek roots</li> </ol>
<b>3.F.9</b>	Encode words with phoneme-grapheme correspondences: <ol style="list-style-type: none"> <li>vowel teams</li> <li>diphthongs</li> <li>three consonant blends</li> <li>other r-controlled</li> <li>silent letter combinations</li> <li>less common digraphs (e.g., ph (/f/), gh (/f/), ch (/k/ and /sh/))</li> <li>trigraphs</li> <li>schwa</li> <li>common derivational suffixes (e.g., -ly, -able, -ful)</li> <li>irregularly spelled high-frequency words</li> </ol>
<b>3.F.10</b>	Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).
<b>3.F.11</b>	Use new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. <ol style="list-style-type: none"> <li>Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.</li> </ol>
<b>Fluency</b>	
<i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	
<b>3.F.12</b>	Read accurately and automatically a variety of third-grade texts with expression, phrasing, purpose, and understanding. *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.
<b>Foundations of Writing</b>	
<i>Learners will write complete sentences and paragraphs.</i>	
<i>Standard F.13 is mastered in second grade.</i>	
<b>3.F.14</b>	Write an organized paragraph with a topic sentence, supporting sentences, and a conclusion. (Example structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

## Third Grade

<b>COMMUNICATION (C)</b> <i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i>	
<b>Presentational Communication</b> <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	
<b>3.C.1</b> Report relevant facts and descriptive details of a topic, text, story, or experience for a targeted audience.	
<b>3.C.2</b> Speak in complete sentences using proper eye contact and volume to express thoughts, feelings, and ideas.	
<i>Standard C.3 is a K-2 standard.</i>	
<b>3.C.4</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	
<b>Collaboration</b> <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	
<i>Standard C.5 begins in sixth grade.</i>	
<b>3.C.6</b> Engage in conversations by asking and answering questions using active listening skills.	
<b>3.C.7</b> Engage collaboratively by following agreed-upon rules.	
<b>READING (R)</b> <i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i>	
<b>Comprehension</b> <i>Learners will read to understand various complex literary and informational texts.</i>	
<b>3.R.1</b> Comprehend information during and after listening to a grade-level text. <i>*Refer to other grade-level standards to support comprehension.</i>	
<b>3.R.2</b> Ask and answer questions about key details before, during, and after <b>reading</b> a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.	
<b>3.R.3a</b> Summarize the main idea(s) with supporting details during or after <b>reading</b> an informational text or passage.	
<b>3.R.3b</b> Summarize the story by including major story elements after <b>reading</b> a literary text or passage.	
<i>Standard R.4 begins in fourth grade. The main idea is taught in grades K-3 in standard R.3a.</i>	
<b>3.R.5</b> Determine the meaning of unknown and multi-meaning words within a text.	
<b>Text Analysis</b> <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i>	
<b>3.R.6</b> Use text features (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.	
<b>3.R.7</b> Identify examples of literary devices: <ol style="list-style-type: none"> <li>personification</li> <li>hyperbole</li> <li>simile</li> <li>alliteration</li> <li>onomatopoeia</li> </ol>	
<b>3.R.8</b> Analyze a variety of fiction and poetry texts. <ol style="list-style-type: none"> <li>Describe characters' feelings, traits, motivations, and actions after <b>reading</b> a story.</li> <li>Compare and contrast the elements of stories and poems (e.g., characters, settings, plots, stanzas, verses).</li> </ol>	
<b>3.R.9</b> Determine the most important points and key details presented in two nonfiction texts on the same topic.	

## Third Grade

<p style="text-align: center;"><b>WRITING (W)</b></p> <p style="text-align: center;"><i>Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</i></p>	
<p><b>Text Types and Structure</b></p> <p><i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i></p>	
<b>3.W.1</b> Produce writing that is organized appropriately to the task, purpose, or audience.	
<b>3.W.2</b> Write using an organizational structure incorporating a topic sentence, body, and a concluding statement appropriate to the task.	
<b>3.W.3</b> Write organized informative pieces that include factual details on the topic. (See L.1, W.2, F.14.)	
<b>3.W.4</b> Write organized opinion pieces on a topic using evidence to support the opinion. (See standards L.1, W.2, F.14.)	
<b>3.W.5</b> Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. (See standards L.1, W.2, F.14.)	
<p><b>Writing Process and Craft</b></p> <p><i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i></p>	
<p><b>3.W.6</b> Develop and strengthen writing utilizing the five steps appropriate to the task and purpose.</p> <ul style="list-style-type: none"> <li>a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).</li> <li>b. Drafting: Develop writing from the planning process.</li> <li>c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. (See standard 3.W.7).</li> <li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 3.F.9), sentence writing (see standard 3.L.1), and grammar standards (see standard 3.L.2).</li> <li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li> </ul>	
<b>3.W.7</b> Write with intentional word choice that integrates emotion and descriptive language to develop visual imagery for the reader.	
<p><b>Language Usage (L)</b></p> <p><i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i></p>	
<p><b>3.L.1</b> Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <ul style="list-style-type: none"> <li>a. Begin with a capital letter and capitalize titles of respect, words in titles, and geographical names.</li> <li>b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences.</li> <li>c. Use commas before coordinating conjunctions and to separate individual words in a series.</li> </ul>	
<p><b>3.L.2</b> Recognize and use parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>a. concrete, abstract, and possessive nouns</li> <li>b. different types of verbs (i.e., action, linking, helping) and their roles in a sentence</li> <li>c. the complete subject and complete predicate of a sentence</li> <li>d. possessive adjectives</li> <li>e. prepositions</li> <li>f. coordinating conjunctions (i.e., for, and, nor, but, or, yet, so)</li> <li>g. -ly adverbs</li> </ul>	
<p style="text-align: center;"><b>INQUIRY AND RESEARCH (IR)</b></p> <p style="text-align: center;"><i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i></p>	
<b>3.IR.1</b> Choose a topic of interest to research.	
<b>3.IR.2</b> Locate relevant information on a topic from a provided credible source or database.	
<b>3.IR.3</b> Use organizational tools to track information from a provided credible source relevant to a topic.	
<b>3.IR.4</b> Identify a fact or an opinion based on information provided by the author.	

## Fourth Grade

<b>FOUNDATIONS OF LITERACY (F)</b> <i>Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</i>	
<b>Print Concepts</b>	
<i>Learners will demonstrate knowledge of books, print, and written language and how they function.</i>	
<i>Print Concept standards are mastered in first grade.</i>	
<b>Phonological and Phonemic Awareness</b>	
<i>Learners will accurately manipulate phonemes (sounds) in the spoken language.</i>	
<i>Phonological and Phonemic Awareness standards are mastered in first grade.</i>	
<b>Phonics and Word Study</b>	
<i>Learners will decode, encode, and connect meaning to word parts and words.</i>	
<b>4.F.8</b> Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context: <ol style="list-style-type: none"> <li>multisyllabic word construction and division that includes:             <ul style="list-style-type: none"> <li>open syllables</li> <li>closed syllables</li> <li>complex closed syllables</li> <li>long vowel: VCe</li> <li>vowel-r syllables</li> <li>vowel team syllables</li> <li>consonant -le syllables</li> <li>syllable division principles (VC/CV, V/CV, etc.)</li> </ul> </li> <li>inflectional endings</li> <li>Latin and Greek roots</li> </ol>	
<b>4.F.9</b> Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context: <ol style="list-style-type: none"> <li>multisyllabic word construction and division that includes:             <ul style="list-style-type: none"> <li>open syllables</li> <li>closed syllables</li> <li>complex closed syllables</li> <li>long vowel: VCe</li> <li>vowel-r syllables</li> <li>vowel team syllables</li> <li>consonant -le syllables</li> <li>syllable division principles (VC/CV, V/CV, etc.)</li> </ul> </li> <li>common Latin roots</li> <li>inflectional and derivational endings</li> <li>schwa</li> </ol>	
<b>4.F.10</b> Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).	
<b>4.F.11</b> Accurately interpret general academic and domain-specific words and phrases.	
<b>Fluency</b>	
<i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	
<b>4.F.12</b> Read accurately and automatically a variety of fourth-grade texts using expression, phrasing, purpose, and understanding. *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.	
<b>Foundations of Writing</b>	
<i>Learners will write complete sentences and paragraphs.</i>	
<i>Standard F.13 is mastered in second grade.</i>	
<b>4.F.14</b> Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).	



## Fourth Grade

<p align="center"><b>COMMUNICATION (C)</b></p> <p><i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i></p>	
<p><b>Presentational Communication</b></p> <p><i>Learners will organize and express information in a format appropriate to the audience and purpose.</i></p>	
<p><b>4.C.1</b> Organize and present information as an individual and group for a formal and informal audience.</p>	
<p><b>4.C.2</b> Present ideas using proper eye contact, body language, and volume in formal and informal situations.</p>	
<p><i>Standard C.3 is a K-2 standard.</i></p>	
<p><b>4.C.4</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	
<p><b>Collaboration</b></p> <p><i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i></p>	
<p><i>Standard C.5 begins in sixth grade.</i></p>	
<p><b>4.C.6</b> Engage in a range of discussions by using active listening skills, posing, and responding to specific questions.</p>	
<p><b>4.C.7</b> Engage collaboratively to accomplish a common goal or purpose.</p>	
<p align="center"><b>READING (R)</b></p> <p><i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i></p>	
<p><b>Comprehension</b></p> <p><i>Learners will read to understand various complex literary and informational texts.</i></p>	
<p><b>4.R.1</b> Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.</p>	
<p><b>4.R.2</b> Make inferences while reading a variety of genres, literary, and informational texts; providing text evidence.</p>	
<p><b>4.R.3a</b> Summarize an informational text or passage, stating the main idea(s) and providing supporting details.</p>	
<p><b>4.R.3b</b> Summarize the story by including major story elements after reading a literary text or passage.</p>	
<p><b>4.R.4</b> Identify a theme based on textual evidence.</p>	
<p><b>4.R.5</b> Determine the meaning of unknown and multiple-meaning words and phrases within a text.</p>	
<p><b>Text Analysis</b></p> <p><i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i></p>	
<p><b>4.R.6</b> Determine the structure of an informational text:</p> <ul style="list-style-type: none"> <li>a. compare/contrast</li> <li>b. cause/effect</li> <li>c. problem/solution</li> <li>d. description</li> <li>e. sequential</li> </ul>	
<p><b>4.R.7</b> Identify and use literary devices:</p> <ul style="list-style-type: none"> <li>a. metaphor</li> <li>b. idiom</li> <li>c. personification</li> <li>d. hyperbole</li> <li>e. simile</li> <li>f. alliteration</li> <li>g. onomatopoeia</li> </ul>	
<p><b>4.R.8</b> Analyze a variety of fiction and poetry texts.</p> <ul style="list-style-type: none"> <li>a. Describe characters' feelings, traits, motivations, actions, and points of view after reading a literary story.</li> <li>b. Compare and contrast similar themes, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures).</li> </ul>	
<p><b>4.R.9</b> Integrate information from two texts on the same topic.</p>	

## Fourth Grade

<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</i>	
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>	
<b>4.W.1</b>	Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.
<b>4.W.2</b>	Write using an organizational structure incorporating an introductory paragraph, a body, and a concluding section appropriate to the task.
<b>4.W.3</b>	Write organized informative pieces that include factual details on the topic. (See standards L.1, W.2, F.14.)
<b>4.W.4</b>	Write organized argumentative pieces on a topic using evidence to support the claim. (See L.1, W.2, F.14.)
<b>4.W.5</b>	Use narrative techniques (e.g., dialogue, description) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. (See standards L.1, W.2, F.14.)
<b>Writing Process and Craft</b> <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	
<b>4.W.6</b>	Develop and strengthen writing utilizing the five steps appropriate to the task. <ul style="list-style-type: none"><li>a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).</li><li>b. Drafting: Develop writing from the planning process.</li><li>c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and elaborating or combining sentences (see standard 4.W.7).</li><li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 4.F.9), sentence writing (see standard 4.L.1), and grammar standards (see standard 4.L.2).</li><li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li></ul>
<b>4.W.7</b>	Write with intentional word choice that integrates emotion or figurative language to develop visual imagery for the reader.
<b>Language Usage (L)</b> <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>	
<b>4.L.1</b>	Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. <ul style="list-style-type: none"><li>a. Capitalize proper nouns, proper adjectives, and the first letter of a quotation.</li><li>b. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</li><li>c. Use commas to separate individual words in a series and to indicate dialogue.</li><li>d. Use quotation marks to indicate dialogue.</li></ul>
<b>4.L.2</b>	Recognize and use parts of speech in sentences: <ul style="list-style-type: none"><li>a. irregular possessive nouns (e.g., children's)</li><li>b. irregular and past participle verbs and verb tense to identify settings, times, and sequences</li><li>c. subject and verb agreement</li><li>d. comparative and superlative adjectives</li><li>e. prepositional phrases</li><li>f. possessive pronouns, and the nouns they replace (i.e., antecedents)</li><li>g. adverbs of frequency (e.g., always, often, never)</li></ul>



## Fourth Grade

### INQUIRY AND RESEARCH (IR)

***Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.***

**4.IR.1** Choose a topic of interest and develop several questions about it for research.

**4.IR.2** Locate relevant information on a topic from a provided credible source or database.

**4.IR.3** Use organizational tools and a notetaking strategy to track relevant information from a provided credible source on a topic.

**4.IR.4** Determine a fact or opinion based on information provided by the author.

**4.IR.5** Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism.

## Fifth Grade

### FOUNDATIONS OF LITERACY (F)

*Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.*

#### Print Concepts

*Learners will demonstrate knowledge of books, print, and written language and how they function.*

*Print Concept standards are mastered in first grade.*

#### Phonological and Phonemic Awareness

*Learners will accurately manipulate phonemes (sounds) in the spoken language.*

*Phonological and Phonemic Awareness standards are mastered in first grade.*

#### Phonics and Word Study

*Learners will decode, encode, and connect meaning to word parts and words.*

**5.F.8** Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context:

- a. multisyllabic word construction and division that includes:
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel-r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. inflectional endings
- c. Latin and Greek roots

**5.F.9** Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context:

- a. multisyllabic word construction and division that includes:
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel-r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. common Latin and Greek roots
- c. inflectional and derivational endings
- d. schwa

**5.F.10** Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).

**5.F.11** Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies.

#### Fluency

*Learners will read with sufficient accuracy, rate, and expression to support comprehension.*

**5.F.12** Read accurately and automatically a variety of fifth-grade texts with expression, phrasing, purpose, and understanding.

\*NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

#### Foundations of Writing

*Learners will write complete sentences and paragraphs.*

*Standard F.13 is mastered in second grade.*

**5.F.14** Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization.)

## Fifth Grade

<b>COMMUNICATION (C)</b> <i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i>	
<b>Presentational Communication</b> <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	
<b>5.C.1</b> Organize and present information as an individual and group for a formal and informal audience.	
<b>5.C.2</b> Present ideas using proper eye contact, body language, and volume in formal and informal situations.	
<i>Standard C.3 is a K-2 standard.</i>	
<b>5.C.4</b> Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	
<b>Collaboration</b> <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	
<i>Standard C.5 begins in sixth grade.</i>	
<b>5.C.6</b> Engage in a range of discussions using active listening skills, posing and responding to specific questions to clarify information.	
<b>5.C.7</b> Engage collaboratively to accomplish a common goal or purpose.	
<b>READING (R)</b> <i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i>	
<b>Comprehension</b> <i>Learners will read to understand various complex literary and informational texts.</i>	
<b>5.R.1</b> Comprehend information during and after listening to a grade-level text. <i>*Refer to other grade-level standards to support comprehension.</i>	
<b>5.R.2</b> Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.	
<b>5.R.3a</b> Summarize an informational text or passage, stating the main idea(s) and providing supporting details.	
<b>5.R.3b</b> Summarize a story by including major story elements after reading a literary text.	
<b>5.R.4</b> Determine a claim or theme based on textual evidence.	
<b>5.R.5</b> Determine the meaning of unknown and multiple-meaning words and phrases within a text.	
<b>Text Analysis</b> <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i>	
<b>5.R.6</b> Describe the structure of informational texts: <ul style="list-style-type: none"> <li>a. compare/contrast</li> <li>b. cause/effect</li> <li>c. problem/solution</li> <li>d. description</li> <li>e. sequential</li> </ul>	
<b>5.R.7</b> Determine how literary devices contribute to the meaning of a text: <ul style="list-style-type: none"> <li>a. imagery</li> <li>b. metaphor</li> <li>c. idiom</li> <li>d. personification</li> <li>e. hyperbole</li> <li>f. simile</li> <li>g. alliteration</li> <li>h. onomatopoeia</li> </ul>	
<b>5.R.8</b> Analyze a variety of fiction and poetry texts. <ul style="list-style-type: none"> <li>a. Describe how an author develops a character's perspective after reading a story.</li> <li>b. Identify the point of view of a story.</li> <li>c. Compare and contrast approaches to similar themes and topics within stories in the same genre and types of poetry.</li> </ul>	
<b>5.R.9</b> Integrate information from several texts or media on the same informational topics.	

## Fifth Grade

<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</i>	
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>	
<b>5.W.1</b>	Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.
<b>5.W.2</b>	Write using an organizational structure incorporating an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task.
<b>5.W.3</b>	Write organized, informative pieces that include factual details on the topic. (See standards L.1, W.2, F.14.)
<b>5.W.4</b>	Write organized argumentative pieces on a topic using evidence to support the claim. (See standards L.1, W.2, F.14.)
<b>5.W.5</b>	Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally. (See standards L.1, W.2, F.14.)
<b>Writing Process and Craft</b> <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	
<b>5.W.6</b>	Develop and strengthen writing utilizing the five steps appropriate to task, purpose, and audience. <ol style="list-style-type: none"> <li>Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).</li> <li>Drafting: Develop writing from the planning process.</li> <li>Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, rearranging sentences for clarity, or evaluating word choice (see standards 5.W.2 and 5.W.7).</li> <li>Editing: Improve writing by using appropriate grade-level spelling (see standard 5.F.9), sentence writing (see standard 5.L.1), and grammar standards (see standard 5.L.2).</li> <li>Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li> </ol>
<b>5.W.7</b>	Write with intentional word choice that integrates emotion or figurative language to create a mood for the reader.
<b>Language Usage (L)</b> <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>	
<b>5.L.1</b>	Compose simple, compound, and complex sentences. <ol style="list-style-type: none"> <li>Use independent and dependent clauses.</li> <li>Use quotation marks to indicate dialogue, quoted material, and titles of works.</li> <li>Use capitalization and punctuation mechanics mastered in previous grades.</li> </ol>
<b>5.L.2</b>	Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences. <ol style="list-style-type: none"> <li>Verb tenses (perfect and progressive)</li> <li>Relative pronouns</li> <li>Correlative conjunctions</li> <li>Clauses and phrases</li> </ol>
<b>INQUIRY AND RESEARCH (IR)</b> <i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i>	
<b>5.IR.1</b>	Choose a topic of interest and develop a focus question for research.
<b>5.IR.2</b>	Locate relevant information from a pair of provided, credible sources.
<b>5.IR.3</b>	Use organizational tools and notetaking strategies to track relevant information from a provided pair of credible sources on a topic.
<b>5.IR.4</b>	Identify facts and multiple perspectives from credible sources.
<b>5.IR.5</b>	Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism.

## Sixth Grade

<b>COMMUNICATION (C)</b> <i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i>	
<b>Presentational Communication</b> <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	
<b>6.C.1</b> Construct and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.	
<b>6.C.2</b> Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.	
<i>Standards C.3 and C.4 are K-5 standards only.</i>	
<b>Collaboration</b> <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	
<b>6.C.5</b> Prepare for discussions by finding relevant connections to the topic or text.	
<b>6.C.6</b> Engage in a range of discussions and/or debates using active listening skills to be focused and present.	
<b>6.C.7</b> Collaborate cooperatively with peers to accomplish a common goal or purpose.	
<b>READING (R)</b> <i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i>	
<b>Comprehension</b> <i>Learners will read to understand various complex literary and informational texts.</i>	
<i>Standard R.1 is a K-5 standard only.</i>	
<b>6.R.2</b> Comprehend a variety of texts while developing inferences and providing supportive textual evidence.	
<b>6.R.3a</b> Summarize nonfiction texts objectively, including relevant details.	
<b>6.R.3b</b> Summarize literary texts objectively, including relevant details.	
<b>6.R.4</b> Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.	
<b>6.R.5</b> Determine the meaning of words and phrases as they are used in the text, including figurative, denotative, and connotative meanings.	
<b>Text Analysis</b> <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i>	
<b>6.R.6</b> Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas.	
<b>6.R.7</b> Describe how an author uses figurative language and specific word choice to affect meaning in a text (See Appendix A for suggested terminology).	
<b>6.R.8</b> Analyze a variety of fiction texts using textual evidence for support. <ul style="list-style-type: none"> <li>a. Describe how characters and the plot develop over the course of a text.</li> <li>b. Identify the point of view and describe how it affects the story.</li> <li>c. Describe how multiple works or genres address the same topic.</li> <li>d. Describe how an author's background and/or the time period affects the telling of a story.</li> </ul>	
<b>6.R.9</b> Analyze a variety of nonfiction texts using textual evidence for support. <ul style="list-style-type: none"> <li>a. Identify the author's point of view and purpose and describe how it influences the meaning of the text.</li> <li>b. Describe how various authors present information on similar topics.</li> </ul>	
<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.</i>	
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>	
<b>6.W.1</b> Produce clear writing organized according to the task, purpose, and audience.	
<b>6.W.2</b> Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.	
<b>6.W.3</b> Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.	

## Sixth Grade

### Text Types and Structure

*Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.*

**6.W.4** Write using argumentative techniques to develop claims using supporting evidence and logical reasoning.

**6.W.5** Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.

### Writing Process and Craft

*Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.*

**6.W.6** Develop and strengthen writing by planning, drafting, revising, and editing to provide clarity to the audience.

**6.W.7** Produce writing that uses intentional word choice and voice to match the writing purpose.

### Language Usage (L)

*Learners will integrate appropriate language and style to ensure effective readability in writing.*

**6.L.1** Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

- a. Generate simple, compound, and complex sentences.
- b. Recognize and correct inappropriate fragments and run-ons.
- c. Use varying forms of punctuation accurately.
- d. Follow standard grammar conventions mastered in previous grades.

### INQUIRY AND RESEARCH (IR)

*Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.*

**6.IR.1** Develop a research question based on a given topic, problem, or need.

**6.IR.2** Locate relevant information from a provided set of credible sources.

**6.IR.3** Organize main concepts from provided sources using a given notetaking strategy.

**6.IR.4** Analyze information from credible sources considering multiple perspectives.

**6.IR.5** Integrate information from sources using a standardized format.

- a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.
- b. Generate a citation/bibliography page using a standardized format.

## Seventh Grade

<b>COMMUNICATION (C)</b> <i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i>	
<b>Presentational Communication</b> <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	
<b>7.C.1</b> Construct and deliver formal and informal presentations considering the audience and purpose using multimedia components when appropriate.	
<b>7.C.2</b> Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.	
<i>Standards C.3 and C.4 are K-5 standards only.</i>	
<b>Collaboration</b> <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	
<b>7.C.5</b> Prepare for discussions by finding relevant and specific connections to the topic or text.	
<b>7.C.6</b> Engage in a range of discussions and/or debates. <ul style="list-style-type: none"> <li>a. Use active listening skills to stay focused and present.</li> <li>b. Reference others' ideas and/or connections to a text.</li> </ul>	
<b>7.C.7</b> Collaborate cooperatively with peers to accomplish a common goal or purpose.	
<b>READING (R)</b> <i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i>	
<b>Comprehension</b> <i>Learners will read to understand a variety of complex literary and informational texts.</i>	
<i>Standard R.1 is a K-5 standard only.</i>	
<b>7.R.2</b> Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.	
<b>7.R.3a</b> Summarize and/or paraphrase nonfiction texts objectively, including relevant details and avoiding unnecessary information.	
<b>7.R.3b</b> Summarize and/or paraphrase literary texts objectively, including relevant details and avoiding unnecessary information.	
<b>7.R.4</b> Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.	
<b>7.R.5</b> Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.	
<b>Text Analysis</b> <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i>	
<b>7.R.6</b> Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and the development of ideas, and the overall purpose of the text.	
<b>7.R.7</b> Analyze how an author uses figurative language and specific word choice to affect the meaning in a text (See Appendix A for suggested terminology).	
<b>7.R.8</b> Analyze a variety of fiction texts using textual evidence for support. <ul style="list-style-type: none"> <li>a. Analyze how the characters and plot develop over the course of a text and contribute to the development of the theme(s).</li> <li>b. Analyze the point of view and describe how it affects the story.</li> <li>c. Describe how multiple works or genres address the same topic.</li> <li>d. Describe how an author's background or the time period affects the telling of a story.</li> </ul>	
<b>7.R.9</b> Analyze a variety of nonfiction texts using textual evidence for support. <ul style="list-style-type: none"> <li>a. Identify the author's point of view and purpose and analyze how it influences the meaning of the text.</li> <li>b. Analyze how various authors present information on similar topics.</li> </ul>	



## Seventh Grade

<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</i>	
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>	
<b>7.W.1</b>	Produce clear and coherent writing organized according to the task, purpose, and audience.
<b>7.W.2</b>	Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.
<b>7.W.3</b>	Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.
<b>7.W.4</b>	Write using argumentative techniques to develop claims using supportive evidence and logical reasoning, acknowledging counterclaims when applicable.
<b>7.W.5</b>	Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.
<b>Writing Process and Craft</b> <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	
<b>7.W.6</b>	Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.
<b>7.W.7</b>	Produce writing that uses intentional word choice and voice to match the writing purpose.
<b>Language Usage (L)</b> <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>	
<b>7.L.1</b>	Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed. <ul style="list-style-type: none"> <li>a. Use simple, compound, and complex sentences to add variety and interest.</li> <li>b. Recognize and correct inappropriate fragments and run-ons.</li> <li>c. Use varying forms of punctuation accurately.</li> <li>d. Follow agreement rules (e.g., subject/verb and pronoun/antecedent).</li> <li>e. Follow standard grammar conventions mastered in previous grades.</li> </ul>
<b>INQUIRY AND RESEARCH (IR)</b> <i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i>	
<b>7.IR.1</b>	Develop a research question based on a given topic, problem, or need.
<b>7.IR.2</b>	Locate relevant information from a variety of credible sources.
<b>7.IR.3</b>	Organize main concepts from provided and self-selected sources using given and self-generated notetaking strategies.
<b>7.IR.4</b>	Analyze information from credible sources considering multiple perspectives and identifying biases.
<b>7.IR.5</b>	Integrate information from sources using a standardized format. <ul style="list-style-type: none"> <li>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</li> <li>b. Generate a citation/bibliography page using a standardized format.</li> </ul>



## Eighth Grade

<p align="center"><b>COMMUNICATION (C)</b></p> <p><i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i></p>	
<p><b>Presentational Communication</b></p> <p><i>Learners will organize and express information in a format appropriate to the audience and purpose.</i></p>	
<p><b>8.C.1</b> Construct and deliver formal and informal presentations considering the audience and purpose, including multimedia components when appropriate.</p>	
<p><b>8.C.2</b> Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.</p>	
<p><i>Standards C.3 and C.4 are K-5 standards only.</i></p>	
<p><b>Collaboration</b></p> <p><i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i></p>	
<p><b>8.C.5</b> Prepare for discussions by finding relevant and specific connections to the topic or text.</p>	
<p><b>8.C.6</b> Engage in a range of discussions and/or debates.</p> <ul style="list-style-type: none"> <li>a. Use active listening skills to stay focused and present.</li> <li>b. Reference others' ideas and/or connections to a text.</li> <li>c. Synthesize texts.</li> </ul>	
<p><b>8.C.7</b> Collaborate cooperatively with peers to accomplish a common goal or purpose.</p>	
<p align="center"><b>READING (R)</b></p> <p><i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i></p>	
<p><b>Comprehension</b></p> <p><i>Learners will read to understand various complex literary and informational texts.</i></p>	
<p><i>Standard R.1 is a K-5 standard only.</i></p>	
<p><b>8.R.2</b> Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.</p>	
<p><b>8.R.3a</b> Summarize and/or paraphrase nonfiction texts objectively, including relevant details and avoiding unnecessary information.</p>	
<p><b>8.R.3b</b> Summarize and/or paraphrase literary texts objectively, including relevant details and avoiding unnecessary information.</p>	
<p><b>8.R.4</b> Determine a main idea(s), claim(s), or theme(s) and provide relevant textual evidence and supportive reasoning.</p>	
<p><b>8.R.5</b> Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</p>	
<p><b>Text Analysis</b></p> <p><i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i></p>	
<p><b>8.R.6</b> Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>	
<p><b>8.R.7</b> Analyze how an author uses figurative language and specific word choice to affect the meaning and tone. (See Appendix A for suggested terminology.)</p>	
<p><b>8.R.8</b> Analyze a variety of fiction texts using textual evidence for support.</p> <ul style="list-style-type: none"> <li>a. Analyze how the characters and plot develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).</li> <li>b. Analyze how a story's point of view affects the text's overall meaning.</li> <li>c. Analyze how multiple works or genres address the same topic.</li> <li>d. Analyze how an author's background, environment, time period, or culture affects the telling of a story.</li> </ul>	
<p><b>8.R.9</b> Analyze a variety of nonfiction texts using textual evidence for support.</p> <ul style="list-style-type: none"> <li>a. Analyze how an author's point of view influences the purpose of the text.</li> <li>b. Analyze multiple texts comparing how the authors present information about a similar topic.</li> </ul>	

## Eighth Grade

<b>WRITING (W)</b> <i>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</i>	
<b>Text Types and Structure</b> <i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i>	
<b>8.W.1</b> Produce clear and coherent writing organized logically according to the task, purpose, and audience.	
<b>8.W.2</b> Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.	
<b>8.W.3</b> Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.	
<b>8.W.4</b> Write using argumentative techniques to develop claims and counterclaims using supporting evidence and logical reasoning.	
<b>8.W.5</b> Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.	
<b>Writing Process and Craft</b> <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	
<b>8.W.6</b> Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.	
<b>8.W.7</b> Produce writing that uses intentional word choice and voice to match the writing purpose.	
<b>Language Usage (L)</b> <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>	
<b>8.L.1</b> Apply language knowledge for specific tasks, purposes, intentions, and audience, resolving usage issues as needed.	
<ul style="list-style-type: none"> <li>a. Use simple, compound, complex, and compound-complex sentences to add variety and interest.</li> <li>b. Recognize and correct inappropriate fragments and run-ons.</li> <li>c. Use varying forms of punctuation accurately.</li> <li>d. Follow standard grammar conventions mastered in previous grades.</li> </ul>	
<b>INQUIRY AND RESEARCH (IR)</b> <i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i>	
<b>8.IR.1</b> Develop research questions based on self-generated topics, problems, or needs.	
<b>8.IR.2</b> Gather and interpret relevant information for a variety of purposes.	
<b>8.IR.3</b> Organize main concepts from a variety of sources using multiple notetaking strategies.	
<b>8.IR.4</b> Analyze the credibility of a source based on bias, perspective, and purpose.	
<b>8.IR.5</b> Integrate information from sources using a standardized format.	
<ul style="list-style-type: none"> <li>a. Reference sources, including in-text citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</li> <li>b. Generate a citation/bibliography page using a standardized format.</li> </ul>	

## Ninth and Tenth Grades

<p align="center"><b>COMMUNICATION (C)</b></p> <p align="center"><i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i></p>	
<p><b>Presentational Communication</b></p> <p><i>Learners will organize and express information in a format appropriate to the audience and purpose.</i></p>	
<p><b>9-10.C.1</b> Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.</p>	
<p><b>9-10.C.2</b> Implement proper verbal and nonverbal communication for tasks and situations.</p>	
<p><i>Standards C.3 and C.4 are K-5 standards only.</i></p>	
<p><b>Collaboration</b></p> <p><i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i></p>	
<p><b>9-10.C.5</b> Prepare for discussions by reading and researching ideas to be discussed.</p>	
<p><b>9-10.C.6</b> Engage in respectful discussions or debates.</p>	
<ul style="list-style-type: none"> <li>a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.</li> <li>b. Present or share synthesized research and information.</li> <li>c. Ask and respond to questions to propel discussion.</li> </ul>	
<p><b>9-10.C.7</b> Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.</p>	
<p align="center"><b>READING (R)</b></p> <p align="center"><i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i></p>	
<p><b>Comprehension</b></p> <p><i>Learners will read to understand various complex literary and informational texts.</i></p>	
<p><i>Standard R.1 is a K-5 standard only.</i></p>	
<p><b>9-10.R.2</b> Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.</p>	
<p><b>9-10.R.3a</b> Summarize and/or paraphrase nonfiction texts objectively, including relevant information.</p>	
<p><b>9-10.R.3b</b> Summarize and/or paraphrase literary texts objectively, including relevant information.</p>	
<p><b>9-10.R.4</b> Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.</p>	
<p><b>9-10.R.5</b> Determine the meaning and purpose of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.</p>	
<p><b>Text Analysis</b></p> <p><i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i></p>	
<p><b>9-10.R.6</b> Analyze how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.</p>	
<p><b>9-10.R.7</b> Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)</p>	
<p><b>9-10.R.8</b> Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</p>	
<ul style="list-style-type: none"> <li>a. Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).</li> <li>b. Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the telling of a story.</li> <li>c. Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each.</li> </ul>	

## Ninth and Tenth Grades

### Text Analysis

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.*

- 9-10.R.9** Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using textual evidence to support the analysis.
- Analyze the author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze the author's style, content, characterization, and presentation choices.
  - Analyze various accounts of a subject told in different media, including determining which details are emphasized or omitted in each account.
  - Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose(s).

### WRITING (W)

*Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.*

### Text Types and Structure

*Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.*

**9-10.W.1** Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**9-10.W.2** Create a logical organizational structure with:

- a relevant introduction,
- transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.

**9-10.W.3** Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**9-10.W.4** Write to persuade an audience by

- establishing relevant context,
- stating a clear position/thesis,
- incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
- using logical reasoning to avoid fallacies.

**9-10.W.5** Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism, to engage an audience.

### Writing Process and Craft

*Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.*

**9-10.W.6** Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

**9-10.W.7** Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

### Language Usage (L)

*Learners will integrate appropriate language and style to ensure effective readability in writing.*

**9-10.L.1** Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

- Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- Use colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.
- Avoid misplaced modifiers and vague pronouns in writing.
- Follow parallel structure in writing.
- Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.).
- Follow standard grammar conventions mastered in previous grades.

## Ninth and Tenth Grades

### INQUIRY AND RESEARCH (IR)

*Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.*

**9-10.IR.1** Develop pertinent research questions and narrow or broaden the inquiry.

**9-10.IR.2** Gather and interpret relevant information from primary and secondary sources for a variety of purposes.

**9-10.IR.3** Organize relevant information from a variety of sources.

**9-10.IR.4** Evaluate the credibility of a source based on bias, perspective, and purpose.

**9-10.IR.5** Integrate information from sources using a standardized format.

- a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
- b. Generate a citation /bibliography page using a standardized format.

## Eleventh and Twelfth Grades

<p align="center"><b>COMMUNICATION (C)</b></p> <p align="center"><i>Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</i></p>	
<p><b>Presentational Communication</b></p> <p><i>Learners will organize and express information in a format appropriate to the audience and purpose.</i></p>	
<p><b>11-12.C.1</b> Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.</p>	
<p><b>11-12.C.2</b> Implement proper verbal and nonverbal communication for the task and situation.</p>	
<p><i>Standards C.3 and C.4 are K-5 standards only.</i></p>	
<p><b>Collaboration</b></p> <p><i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i></p>	
<p><b>11-12.C.5</b> Prepare for discussions by reading and researching ideas.</p>	
<p><b>11-12.C.6</b> Engage in respectful discussions or debates.</p> <ul style="list-style-type: none"> <li>a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.</li> <li>b. Critique the presentation of ideas.</li> <li>c. Present or share synthesized research and information.</li> <li>d. Ask and respond to questions to propel discussion.</li> </ul>	
<p><b>11-12.C.7</b> Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.</p>	
<p align="center"><b>READING (R)</b></p> <p align="center"><i>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</i></p>	
<p><b>Comprehension</b></p> <p><i>Learners will read to understand various complex literary and informational texts.</i></p>	
<p><i>Standard R.1 is a K-5 standard only.</i></p>	
<p><b>11-12.R.2</b> Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.</p>	
<p><b>11-12.R.3a</b> Summarize and/or paraphrase nonfiction texts objectively, including relevant information.</p>	
<p><b>11-12.R.3b.</b> Summarize and paraphrase literary texts objectively, including relevant information.</p>	
<p><b>11-12.R.4</b> Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support them with textual evidence.</p>	
<p><b>11-12.R.5</b> Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.</p>	
<p><b>Text Analysis</b></p> <p><i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i></p>	
<p><b>11-12.R.6</b> Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.</p>	
<p><b>11-12.R.7</b> Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language. (See Appendix A for suggested terminology.)</p>	
<p><b>11-12.R.8</b> Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</p> <ul style="list-style-type: none"> <li>a. Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).</li> <li>b. Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.</li> <li>c. Analyze and evaluate how two or more texts within or across time periods treat similar themes or topics.</li> </ul>	



## Eleventh and Twelfth Grades

### Text Analysis

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.*

**11-12.R.9** Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.

- Analyze an author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze how the author's style, content, characterization, and presentation support the author's purposes.
- Analyze and evaluate various accounts of a subject in different media, including determining which details are emphasized or omitted in each account.
- Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose and affect the audience.

### WRITING (W)

*Learners will produce clear and coherent writing for a variety of tasks, purposes, audiences, and formats.*

### Text Types and Structure

*Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.*

**11-12.W.1** Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

**11-12.W.2** Create a logical organizational structure with

- a relevant introduction,
- transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and
- an appropriate and thoughtful conclusion.

**11-12.W.3** Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**11-12.W.4** Write to persuade an audience by

- establishing relevant context,
- stating a clear position/thesis,
- incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
- using logical reasoning to avoid fallacies, and
- integrating rhetorical techniques and appeals.

**11-12.W.5** Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism, to engage an audience.

### Writing Process and Craft

*Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.*

**11-12.W.6** Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

**11-12.W.7** Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

### Language Usage (L)

*Learners will integrate appropriate language and style to ensure effective readability in writing.*

**11-12.L.1** Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

- Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- Recognize and choose between active and passive voice based on context.
- Use dashes, brackets, ellipsis, and other punctuation for advanced types and purposes of writing.
- Follow standard grammar conventions mastered in previous grades.

## Eleventh and Twelfth Grades

### INQUIRY AND RESEARCH (IR)

*Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.*

**11-12.IR.1** Develop complex, pertinent research questions and narrow or broaden the inquiry.

**11-12.IR.2** Gather and interpret relevant information, from both primary and secondary sources, for a variety of purposes.

**11-12.IR.3** Organize relevant information from a variety of sources.

**11-12.IR.4** Evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.

**11-12.IR.5** Integrate information from sources using a standardized format.

- a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.
- b. Generate a citation/bibliography page using a discipline-specific format.



# K-12 ELA Standards Progressions

**NOTE:** For each standard, the new content or increased rigor between grade levels is shown in **blue font** within the standards progression.

## Foundations of Literacy (F)

*Learners will apply foundation reading and writing skills by working with sounds, letters, words, sentences, and texts.*

### Print Concepts

*Learners will demonstrate knowledge of books, print, and written language and how they function.*

#### Standard F.1: Parts of Books

**K.F.1** Recognize the front cover, back cover, author, and illustrator of books.

*Standard F.1 is mastered in kindergarten.*

#### Standard F.2: Reading Directionality

**K.F.2** Follow words from left to right, top to bottom, and page by page.

*Standard F.2 is mastered in kindergarten.*

#### Standard F.3: Print Concepts

**K.F.3** Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.

**1.F.3** Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

*Standard F.3 is mastered in first grade.*

### Phonological and Phonemic Awareness

*Learners will accurately manipulate phonemes (sounds) in the spoken language.*

#### Standard F.4: Rhyming Words

**K.F.4** Recognize and produce rhyming words.

*Standard F.4 is mastered in kindergarten.*

#### Standard F.5: Segmenting Words

**K.F.5** Segment parts of spoken words.

- a. Segment multisyllabic spoken words by syllables.
- b. Segment one-syllable spoken words into two-phonemes and three-phonemes.

**1.F.5** Segment one-syllable spoken words into four or more phonemes.

*Standard F.5 is mastered in first grade.*

#### Standard F.6: Blending Syllables and Phonemes

**K.F.6** Blend parts of spoken words.

- a. Blend two or more syllables into a spoken word.
- b. Blend two or three phonemes into a one-syllable spoken word.

**1.F.6** Blend four or more phonemes to produce a spoken word or syllable.

*Standard F.6 is mastered in first grade.*

#### Standard F.7: Isolating and Manipulating Phonemes

**K.F.7** Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.

**1.F.7** Manipulate parts of spoken words.

- a. Delete initial and final phonemes or word parts.
- b. Substitute initial vowels, medial vowels, final phonemes, or word parts.

*Standard F.7 is mastered in first grade. NOTE: Students should continue to practice manipulating parts of spoken words to increase phonemic proficiency.*

## Phonics and Word Study

*Learners will decode, encode, and connect meaning to word parts and words.*

### Standard F.8: Decoding Words

**K.F.8** Decode words with phoneme-grapheme correspondences:

- a. predictable consonants
- b. predictable short vowels spelled with a, i, o, u, e
- c. long vowels associated with single letters in open one-syllable words
- d. irregularly spelled high-frequency words

**1.F.8** Decode words with phoneme-grapheme correspondences:

- a. consonant digraphs
- b. two consonant blends at the beginning and end of words
- c. single consonant after a short vowel
- d. soft and hard c and g; s as /z/
- e. closed and open syllables
- f. silent e in single syllable words
- g. vowel teams
- h. r-controlled
- i. prefixes and suffixes (two-syllable words)
- j. functions of y
- k. contractions
- l. irregularly spelled high-frequency words

**2.F.8** Decode words with phoneme-grapheme correspondences:

- a. vowel teams
- b. diphthongs
- c. three consonant blends
- d. other r-controlled
- e. silent e in multisyllabic words
- f. r-controlled in multisyllabic words
- g. vowel team in multisyllabic words
- h. consonant le
- i. homophones
- j. irregularly spelled high-frequency words
- k. silent letter combinations
- l. schwa
- m. common derivational suffixes (e.g., -ly, -ful, -able)

**3.F.8** Decode words with phoneme-grapheme correspondences:

- a. multisyllabic word construction and division
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel-r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. inflectional endings
- c. Latin and Greek roots

## Phonics and Word Study

*Learners will decode, encode, and connect meaning to word parts and words.*

### Standard F.8: Decoding Words

**4.F.8** Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context:

- a. multisyllabic word construction and division that includes:
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel -r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. inflectional endings
- c. Latin and Greek roots

**5.F.8** Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context:

- a. multisyllabic word construction and division that includes:
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel -r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. inflectional endings
- c. Latin and Greek roots

### Standard F.9: Encoding Words (Spelling)

**K.F.9** Encode words with phoneme-grapheme correspondences:

- a. predictable consonants
- b. predictable short vowels
- c. long vowels with single letters in open one-syllable words (e.g., he, me, go)\*\*
- d. irregularly spelled high-frequency words

\*Regular high-frequency words should be taught in phonics.

\*\*Some words will be introduced as irregularly spelled until students learn about open syllables.

**1.F.9** Encode words with phoneme-grapheme correspondences:

- a. digraphs
- b. two consonant blends
- c. silent e
- d. double consonants at the end of words
- e. irregularly spelled high-frequency words

**2.F.9** Encode words with phoneme-grapheme correspondences:

- a. closed and open syllables
- b. vowel teams
- c. soft and hard c and g; s as /z/
- d. r-controlled
- e. prefixes and suffixes
- f. functions of y
- g. contractions
- h. irregularly spelled high-frequency words

## Standard F.9: Encoding Words (Spelling)

**3.F.9** Encode words with phoneme-grapheme correspondences:

- a. vowel teams
- b. diphthongs
- c. three consonant blends
- d. other r-controlled
- e. silent letter combinations
- f. less common digraphs (e.g., ph (/f/), gh (/f/), ch /k/ and /sh/)
- g. trigraphs
- h. schwa
- i. common derivational suffixes
- j. irregularly spelled high-frequency words

**4.F.9** Encode words using the combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to in-context and out-of-context and familiar words in context:

- a. multisyllabic word construction and division that includes:
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel -r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. common Latin roots
- c. inflectional and derivational endings
- d. schwa

**5.F.9** Encode words using the combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to in-context and out-of-context and familiar words in context:

- a. multisyllabic word construction and division that includes:
  - open syllables
  - closed syllables
  - complex closed syllables
  - long vowel: VCe
  - vowel -r syllables
  - vowel team syllables
  - consonant -le syllables
  - syllable division principles (VC/CV, V/CV, etc.)
- b. common Latin and Greek roots
- c. inflectional and derivational endings
- d. schwa

## Standard F.10: Determining Meanings of Words (Vocabulary)

**K.F.10** Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., bat, can, pop).

**1.F.10** Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**2.F.10** Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, and homographs).

**3.F.10** Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).

**4.F.10** Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).

**5.F.10** Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).

<b>Standard F.11: Academic Vocabulary</b>
<b>K.F.11</b> Orally use new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.
<b>1.F.11</b> Use new academic, content-specific, grade-level vocabulary, <b>make connections to previously learned words</b> , and relate new words to background knowledge. <ul style="list-style-type: none"> <li>a. Make connections to a word's structure <b>using knowledge of phonology, morphology, and word orthography</b> to aid learning.</li> </ul>
<b>2.F.11</b> Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge <ul style="list-style-type: none"> <li>a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.</li> </ul>
<b>3.F.11</b> Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. <ul style="list-style-type: none"> <li>a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning.</li> </ul>
<b>4.F.11</b> <b>Accurately interpret</b> general and domain-specific words and <b>phrases</b> .
<b>5.F.11</b> Acquire and use grade-level vocabulary, clarifying the meaning of unknown and <b>multiple-meaning words and phrases</b> in the text, choosing flexibly from a range of strategies.

## Fluency

*Learners will read with sufficient accuracy, rate, and expression to support comprehension.*

### Standard F.12: Oral Reading Fluency

<b>K.F.12</b> Demonstrate fluency through the application of phonemic and phonological skills. <ul style="list-style-type: none"> <li>a. <b>Accurately and automatically recognize and name all uppercase and lowercase letters</b> of the alphabet in non-sequential order.</li> <li>b. <b>Accurately and automatically produce the predictable consonant and short vowel sounds</b> associated with uppercase and lowercase letters in non-sequential order.</li> <li>c. <b>Accurately and automatically blend sounds at the word level</b>.</li> </ul> *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.
<b>1.F.12</b> <b>Read</b> accurately and automatically <ul style="list-style-type: none"> <li>a. at the <b>word level</b></li> <li>b. at the <b>sentence level</b></li> <li>c. a variety of <b>first-grade texts</b> with <b>expression, phrasing, purpose, and understanding</b>.</li> </ul> *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.
<b>2.F.12</b> Read accurately and automatically a variety of <b>second-grade</b> texts with expression, phrasing, purpose, and understanding.       *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.
<b>3.F.12</b> Read accurately and automatically a variety of <b>third-grade</b> texts with expression, phrasing, purpose, and understanding.       *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.
<b>4.F.12</b> Read accurately and automatically a variety of <b>fourth-grade</b> texts with expression, phrasing, purpose, and understanding.       *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.
<b>5.F.12</b> Read accurately and automatically a variety of <b>fifth-grade</b> texts with expression, phrasing, purpose, and understanding.       *NOTE: Refer to grade-level Foundations of Literacy and Reading strands to assist with text selection.

## Foundations of Writing

*Learners will write complete sentences and paragraphs.*

### Standard F.13: Letter Formation

**K.F.13** Write uppercase and lowercase letters accurately.

**1.F.13** Write uppercase and lowercase letters accurately and automatically.

**2.F.13** Write uppercase and lowercase letters accurately and automatically for all writing purposes.

*Standard F.13 is mastered in second grade. NOTE: Continue practicing letter formation for the automaticity of skills in all content areas.*

### Standard F.14: Sentence and Paragraph Writing

**K.F.14** Write a simple sentence using subject and predicate, with capitals, punctuation, and appropriate word spacing.

**1.F.14** Write simple sentences using subject and predicate, with capitals, punctuation, and appropriate word spacing

**2.F.14** Write a paragraph including multiple complete sentences on a topic. (Example structures for the organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

**3.F.14** Write an organized paragraph with a topic sentence, supporting sentences, and a conclusion. (Example structures for the organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

**4.F.14** Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for the organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for the organization).

**5.F.14** Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for organization may include but are not limited to the summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).



## Communication (C)

*Learners will organize and express ideas in a form appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.*

### Presentational Communication

*Learners will organize and express information in a format appropriate to the audience and purpose.*

#### Standard C.1: Presentations

**K.C.1** Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults).

**1.C.1** Describe people, places, things, and events with relevant details, expressing their ideas orally to a targeted audience (e.g., peers and adults).

**2.C.1** Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details.

**3.C.1** Report relevant facts and descriptive details of a topic, text, story, or experience for a targeted audience.

**4.C.1** Organize and present information as an individual and group for a formal and informal audience.

**5.C.1** Organize and present information as an individual and group for a formal and informal audience.

**6.C.1** Construct and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.

**7.C.1** Construct and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.

**8.C.1** Construct and deliver formal and informal presentations considering audience and purpose, including multimedia components when appropriate.

**9-10.C.1** Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.

**11-12.C.1** Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.

#### Standard C.2: Giving Oral Presentations

**K.C.2** Speak audibly to express thoughts, feelings, and ideas.

**1.C.2** Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**2.C.2** Speak audibly in complete sentences when proper to the task and situation to provide requested details or clarifications.

**3.C.2** Speak in complete sentences using proper eye contact and volume to express thoughts, feelings, and ideas.

**4.C.2** Present ideas using proper eye contact, body language, and volume in formal and informal situations.

**5.C.2** Present ideas using proper eye contact, body language, and volume in formal and informal situations.

**6.C.2** Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.

**7.C.2** Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.

**8.C.2** Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.

**9-10.C.2** Implement proper verbal and nonverbal communication for the task and situation.

**11-12.C.2** Implement proper verbal and nonverbal communication for the task and situation.

### Standard C.3: Use of Receptive Vocabulary

**K.C.3** Use words and phrases acquired through conversations, reading, being read to, and responding to texts.

**1.C.3** Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.

**2.C.3** Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.

*Standard C.3 is a K-2 standard only.*

### Standard C.4: Academic Vocabulary Acquired Through Listening

**K.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

**1.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

**2.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

**3.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

**4.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

**5.C.4** Use grade-appropriate conversational, general academic, and domain-specific words and phrases.

*Standard C.4 is a K-5 standard only.*

### Collaboration

*Learners will engage in a range of discussions with various partners on relevant topics, texts, and issues.*

### Standard C.5: Preparation for Discussions

*Standard C.5 begins in sixth grade.*

**6.C.5** Prepare for discussions by finding relevant connections to the topic or text.

**7.C.5** Prepare for discussions by finding relevant and specific connections to the topic or text.

**8.C.5** Prepare for discussions by finding relevant and specific connections to the topic or text.

**9-10.C.5** Prepare for discussions by reading and researching ideas to be discussed.

**11-12.C.5** Prepare for discussions by reading and researching ideas.

### Standard C.6: Group Discussion and Debate

**K.C.6** Participate in conversations by listening to others and taking turns speaking.

**1.C.6** Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.

**2.C.6** Participate in conversations by linking comments to the remarks of others and asking questions.

**3.C.6** Engage in conversations using active listening skills and asking and answering questions.

**4.C.6** Engage in a range of discussions using active listening skills and by posing and responding to specific questions.

**5.C.6** Engage in a range of discussions using active listening skills, posing and responding to specific questions to clarify information.

**6.C.6** Engage in a range of discussions and/or debates using active listening skills to be focused and present.

**7.C.6** Engage in a range of discussions and/or debates.

a. Use active listening skills to stay focused and present.

b. Reference others' ideas and/or connections to a text.

**8.C.6** Engage in a range of discussions and/or debates.

a. Use active listening skills to stay focused and present.

b. Reference others' ideas and/or connections to a text.

c. Synthesize ideas.

## Standard C.6: Group Discussion and Debate

**9-10.C.6** Engage in respectful discussions and/or debates.

- a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.
- b. Present or share synthesized research and information.
- c. Ask and respond to questions to propel discussion.

**11-12.C.6** Engage in respectful discussions and/or debates.

- a. Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument.
- b. Critique the presentation of ideas.
- c. Present or share synthesized research and information.
- d. Ask and respond to questions to propel discussion.

## Standard C.7: Group Collaboration

**K.C.7** Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.

**1.C.7** Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step oral directions.

**2.C.7** Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.

**3.C.7** Engage collaboratively by following agreed-upon rules.

**4.C.7** Engage collaboratively to accomplish a common goal or purpose.

**5.C.7** Engage collaboratively to accomplish a common goal or purpose.

**6.C.7** Collaborate cooperatively with peers to accomplish a common goal or purpose.

**7.C.7** Collaborate cooperatively with peers to accomplish a common goal or purpose.

**8.C.7** Collaborate cooperatively with peers to accomplish a common goal or purpose.

**9-10.C.7** Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.

**11-12.C.7** Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.

<p style="text-align: center;"><b>Reading (R)</b></p> <p style="text-align: center;"><i><b>Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b></i></p>	
<b>Comprehension</b>	
<i>Learners will read to understand a variety of complex literary and informational texts.</i>	
<b>Standard R.1: Listening Comprehension</b>	
<i>Standard R.1 is a K-5 standard only.</i>	
<i>Standard K.R.1 is met in K.R.2-5.</i>	
<i>Standard 1.R.1 is met in 1.R.2-5.</i>	
<b>2.R.1</b> Comprehend information during and after listening to a grade-level text.	
<b>3.R.1</b> Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	
<b>4.R.1</b> Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	
<b>5.R.1</b> Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	
<b>Standard R.2: Text Comprehension/Inferences</b>	
<b>K.R.2</b> Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other <i>text-listening</i> experiences to compare, contrast, predict, or infer.	
<b>1.R.2</b> Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other <i>text-listening</i> experiences to compare, contrast, predict, or infer.	
<b>2.R.2</b> Ask and answer questions about key details before, during, and after <i>reading</i> a variety of literary and informational texts to compare, contrast, predict, or infer.	
<b>3.R.2</b> Ask and answer questions about key details before, during, and after <i>reading</i> a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, or infer.	
<b>4.R.2</b> Make inferences while reading a variety of genres, literary, and informational texts, providing text evidence.	
<b>5.R.2</b> Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.	
<b>6.R.2</b> Comprehend a variety of texts while developing inferences and providing supportive textual evidence.	
<b>7.R.2</b> Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.	
<b>8.R.2</b> Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.	
<b>9-10.R.2</b> Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.	
<b>11-12.R.2</b> Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.	

### Standard R.3a: Summarizing Nonfiction Text

**K.R.3a** Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other *text-listening* experiences.

**1.R.3a** Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other *text-listening* experiences.

**2.R.3a** Identify the main idea with supporting details during or after *reading* an informational text or passage.

**3.R.3a** Summarize the main idea(s) with supporting details during and after *reading* an informational text or passage.

**4.R.3a** Summarize an informational text or passage, stating the main idea(s) and providing supporting details.

**5.R.3a** Summarize an informational text or passage, stating the main idea(s) and providing supporting details.

**6.R.3a** Summarize nonfiction texts objectively, including relevant details.

**7.R.3a** Summarize and/or paraphrase nonfiction texts objectively, including relevant details and avoiding unnecessary information.

**8.R.3a** Summarize and/or paraphrase nonfiction texts objectively, including relevant details and avoiding unnecessary information.

**9-10.R.3a** Summarize and/or paraphrase nonfiction texts objectively, including relevant information.

**11-12.R.3a** Summarize and/or paraphrase nonfiction texts objectively, including relevant information.

### Standard R.3b: Summarize Literary Text

**K.R.3b** Tell about characters and setting in a literary text during or after a shared reading or other *text-listening* experience.

**1.R.3b** Identify characters, setting, and plot in a literary text during or after a shared reading or other *text-listening* experience.

**2.R.3b** Retell the plot to include the beginning, middle, and end of a literary text after *reading*.

**3.R.3b** Summarize the story by including major story elements after *reading* a literary text or passage.

**4.R.3b** Summarize the story by including major story elements after reading a literary text or passage.

**5.R.3b** Summarize a story by including major story elements after reading a literary text.

**6.R.3b** Summarize literary texts objectively, including relevant details.

**7.R.3b** Summarize and/or paraphrase literary texts objectively, including relevant details and avoiding unnecessary information.

**8.R.3b** Summarize and/or paraphrase literary texts objectively, including relevant details and avoiding unnecessary information.

**9-10.R.3b** Summarize and/or paraphrase literary texts objectively, including relevant information.

**11-12.R.3b** Summarize and/or paraphrase literary texts objectively, including relevant information.

### Standard R.4: Main Idea/Claim/Theme

*Standard R.3 begins in fourth grade. The main idea is taught in grades K-3 in standard R.3a.*

**4.R.4** Identify a theme based on textual evidence.

**5.R.4** Determine a claim or theme based on textual evidence.

**6.R.4** Determine a main idea(s), claim(s), or theme(s) and provide supporting textual evidence.

**7.R.4** Determine a main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.

**8.R.4** Determine a main idea(s), claim(s), or theme(s) and provide relevant textual evidence and supportive reasoning.

**9-10.R.4** Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.

**11-12.R.4** Determine main idea(s), claim(s), or theme(s) as they develop over the course of the text, interact with one another, and support with textual evidence.

## Standard R.5: Use Text to Determine Word Meaning

**K.R.5** Determine the meaning of **unknown and multiple-meaning words and phrases** through read-alouds or other *text-listening* experiences.

**1.R.5** Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds and other *text-listening* experiences.

**2.R.5** Determine the meaning of unknown and multiple-meaning words and phrases through a variety of *text-listening* experiences.

**3.R.5** Determine the meaning of unknown and multiple-meaning words and phrases **within a text**.

**4.R.5** Determine the meaning of unknown and multiple-meaning words and phrases within a text.

**5.R.5** Determine the meaning of unknown and multiple-meaning words and phrases within a text.

**6.R.5** Determine the meaning of words and phrases as they are used in the text, **including figurative, denotative, and connotative meanings**.

**7.R.5** Determine the meaning **and purpose** of words and phrases as they **contribute to the text**, including figurative, denotative, and connotative meanings.

**8.R.5** Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.

**9-10.R.5** Determine the meaning of words and phrases as they are used in the text, **including academic vocabulary**, figurative, **ambiguous**, and connotative meanings.

**11-12.R.5** Determine the meaning of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.

## Text Analysis

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.*

## Standard R.6: Text Features and Structure

**K.R.6** **Identify photographs, illustrations, and labels** during or after a shared reading or other *text-listening* experience.

**1.R.6** **Recognize basic text features** (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other *text-listening* experience.

**2.R.6** **Identify text features** (e.g., timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

**3.R.6** **Use text features** (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

**4.R.6** **Determine** the structure of an informational text:

- **compare/contrast**
- **cause/effect**
- problem/solution
- description
- sequential

**5.R.6** **Describe** the structure of informational texts:

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential



## Standard R.6: Text Features

**6.R.6** Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas.

**7.R.6** Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the development of ideas and the overall purpose of the text.

**8.R.6** Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.

**9-10.R.6** Analyze how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.

**11-12.R.6** Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, sections, etc.) supports the purpose, contributes to the meaning, and/or impacts the audience.

## Standard R.7: Literary Devices

*Standard R.7 begins in third grade.*

*Refer to Appendix A for suggested terminology for grades 6-12.*

**3.R.7** Identify examples of literary devices:

- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**4.R.7** Identify and use literary devices:

- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**5.R.7** Determine how literary devices contribute to the meaning of a text:

- imagery
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

**6.R.7** Describe how an author uses figurative language and specific word choice to affect meaning in a text.

**7.R.7** Analyze how an author uses figurative language and specific word choice to affect meaning in a text.

**8.R.7** Analyze how an author uses figurative language and specific word choice to affect meaning and tone.

**9-10.R.7** Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language.

**11-12.R.7** Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language.



## Standard R.8: Analysis and Comparison of Literary Texts

**K.R.8** Use a variety of fiction texts.

- a. **Respond to or reenact characters' feelings** in a story, poem, or nursery rhyme during or after a shared reading or other *text-listening* experience.
- b. Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or other *text-listening* experience.

**1.R.8** Use a variety of fiction texts.

- a. **Identify characters' feelings or traits** in a story, poem, or nursery rhyme during or after a shared reading or other *text-listening* experience.
- b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other *text-listening* experience.

**2.R.8** Use a variety of fiction and poetry texts.

- a. **Describe** characters' feelings or traits during or after *listening* to a story.
- b. Compare and contrast **two or more versions** of the same story (e.g., Cinderella stories) or the same type of poem by different authors or different cultures after *listening* to a story or poem.

**3.R.8** Analyze a variety of fiction and poetry texts.

- a. Describe characters' feelings, traits, **motivations, and actions** after *reading* a story.
- b. Compare and contrast the **elements of stories and poems** (e.g., characters, settings, plots, stanzas, verses).

**4.R.8** Analyze a variety of fiction and poetry texts.

- a. Describe characters' feelings, traits, motivations, actions, and **points of view** after reading a literary story.
- b. Compare and contrast **similar themes and topics, and patterns of events** in fiction stories and poetry (e.g., myths or traditional literature from different cultures).

**5.R.8** Analyze a variety of fiction and poetry texts.

- a. **Describe** how an **author develops a character's perspective** after reading a story.
- b. Identify the point of view of the story.
- c. Compare and contrast approaches to similar themes and topics within stories in the same genre and types of poetry.

**6.R.8** **Analyze a variety of fiction texts** using textual evidence for support

- a. **Describe how characters and the plot develop** over the course of the text.
- b. Identify the **point of view and describe how it affects the story**.
- c. Describe **how multiple works or genres address the same topic**.
- d. **Describe how an author's background and/or the time period affects the telling of a story**.

**7.R.8** Analyze a variety of fiction texts using textual evidence for support.

- a. Analyze how characters and the plot develop over the course of the text **and contribute to developing the theme(s)**.
- b. Analyze the point of view and describe how it affects the story.
- c. Analyze how multiple works or genres address the same topic.
- d. Analyze how an author's background and/or time period affects the telling of a story.

**8.R.8** Analyze a variety of fiction texts using textual evidence for support.

- a. Analyze how **characters and the plot** develop over the course of the text, **interact with other elements, and advance the plot or develop the theme(s)**.
- b. Analyze how a **story's point of view affects the overall meaning of the text**.
- c. Analyze how multiple works or genres address the same topic.
- d. Analyze how an author's background, **environment**, time period, **and/or culture** affects the telling of a story.

## Standard R.8: Analysis and Comparison of Literary Texts

**9-10.R.8** Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.

- Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, settings, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
- Analyze how the character or author's point of view is influenced by background, time period, environment, and/or culture and how it affects the telling of a story.
- Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each.

**11-12.R.8** Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.

- Analyze how complex characters and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).
- Analyze how the character or author's point of view is influenced by background, time period, environment, and culture and how it affects the telling of a story.
- Analyze and evaluate how two or more texts within or across time periods treat similar themes or topics.

## Standard R.9: Synthesis and Analysis of Informational Text

*Standard R.9 begins in third grade.*

**3.R.9** Determine the most important points and key details presented in two nonfiction texts on the same topic.

**4.R.9** Integrate information from two texts on the same topic.

**5.R.9** Integrate information from several texts or media on the same informational topics.

**6.R.9** Analyze a variety of nonfiction texts using textual evidence for support.

- Identify the author's point of view and describe how it influences the meaning of the text.
- Describe how various authors present information on similar topics.

**7.R.9** Analyze a variety of nonfiction texts using textual evidence for support.

- Identify the author's point of view and purpose and analyze how it influences the meaning of the text.
- Analyze how various authors present information on similar topics.

**8.R.9** Analyze a variety of nonfiction texts using textual evidence for support.

- Analyze how an author's point of view influences the purpose of the text.
- Analyze multiple texts comparing how the authors present information about a similar topic.

**9-10.R.9** Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using textual evidence to support the analysis.

- Analyze an author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze the author's style, content, characterization, and presentation choices.
- Analyze various accounts of a subject told in different media, including determining which details are emphasized or omitted in each account.
- Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose(s).

**11-12.R.9** Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.

- Analyze an author's point of view or purpose and possible biases in a text, compare texts from differing perspectives, and analyze how the author's style, content, characterization, and presentation support the author's purpose.
- Analyze and evaluate various accounts of a subject told in different media, including determining which details are emphasized or omitted in each account.
- Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose and affect the audience.

<p style="text-align: center;"><b>Writing (W)</b></p> <p style="text-align: center;"><i><b>Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b></i></p>	
<p><b>Text Types and Structure</b></p> <p><i>Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</i></p>	
<b>Standard W.1: Development and Purpose of Writing</b>	
<b>K.W.1</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	
<b>1.W.1</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	
<b>2.W.1</b> Produce writing appropriate to the task, purpose, or audience.	
<b>3.W.1</b> Produce writing that is organized appropriately to task, purpose, or audience.	
<b>4.W.1</b> Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.	
<b>5.W.1</b> Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.	
<b>6.W.1</b> Produce clear writing organized according to the task, purpose, and audience.	
<b>7.W.1</b> Produce clear and coherent writing organized according to the task, purpose, and audience.	
<b>8.W.1</b> Produce clear and coherent writing organized logically according to the task, purpose, and audience.	
<b>9-10.W.1</b> Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.	
<b>11-12.W.1</b> Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.	
<b>Standard W.2: Organizational Structure</b>	
<i>Standard W.2 begins in second grade.</i>	
<b>2.W.2</b> Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure.	
<b>3.W.2</b> Write using an organizational structure incorporating a topic sentence, body, and a concluding statement appropriate to the task.	
<b>4.W.2</b> Write using an organizational structure incorporating an introductory paragraph, a body, and a concluding section appropriate to the task.	
<b>5.W.2</b> Write using an organizational structure incorporating an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task.	
<b>6.W.2</b> Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.	
<b>7.W.2</b> Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.	
<b>8.W.2</b> Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.	
<b>9-10.W.2</b> Create a logical organizational structure with: <ul style="list-style-type: none"> <li>a. a relevant introduction,</li> <li>b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion.</li> </ul>	
<b>11-12.W.2</b> Create a logical organizational structure with <ul style="list-style-type: none"> <li>a. a relevant introduction,</li> <li>b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and</li> <li>c. an appropriate and thoughtful conclusion.</li> </ul>	

**Standard W.3: Informative/Explanatory/Technical Writing Technique**

**K.W.3** Draw and write informative pieces on a topic (See standards L.1, F.14).

**1.W.3** Write informative pieces that include detail on the topic (See standards L.1, F.14)

**2.W.3** Write informative pieces that include factual details on the topic (See standards L.1, W.2, F.14)

**3.W.3** Write organized informative pieces that include factual details on the topic (See standards L.1, W.2, F.14).

**4.W.3** Write organized informative pieces that include factual details on the topic (See standards L.1, W.2, F.14).

**5.W.3** Write organized informational pieces that include factual details on the topic (See standards L.1, W.2, F.14).

**6.W.3** Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.

**7.W.3** Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.

**8.W.3** Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.

**9-10.W.3** Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources.

**11-12.W.3** Write to inform an audience and to explain complex information by creating a clear thesis and providing supporting claims, details, and evidence from a variety of relevant and reliable sources within discipline-specific structures utilizing different mediums to provide clarity and context.

**Standard W.4: Opinion/Argumentative/Persuasive Techniques**

**K.W.4** Draw and write opinion pieces on a topic (See standards L.1, F.14)

**1.W.4** Write opinion pieces on a topic using a reason to support the opinion (See standards L.1, F.14).

**2.W.4** Write opinion pieces on a topic using reasons to support the opinion (See standards L.1, W.2, F.14).

**3.W.4** Write organized opinion pieces on a topic using evidence to support the opinion (See standards L.1, W.2, F.14)

**4.W.4** Write organized argumentative pieces on a topic using evidence to support the claim (See standards L.1, W.2, F.14).

**5.W.4** Write organized argumentative pieces on a topic using evidence to support the claim (See standards L.1, W.2, F.14).

**6.W.4** Write using argumentative techniques to develop claims using supporting evidence and logical reasoning.

**7.W.4** Write using argumentative techniques to develop claims using supporting evidence and logical reasoning, acknowledging counterclaims when applicable.

**8.W.4** Write using argumentative techniques to develop claims and counterclaims using supporting evidence and logical reasoning.

**9-10.W.4** Write to persuade an audience by

- establishing relevant context,
- stating a clear position/thesis,
- incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and
- using logical reasoning to avoid fallacies.

**11-12.W.4** Write to persuade an audience by

- establishing relevant context,
- stating a clear position/thesis,
- incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims,
- using logical reasoning to avoid fallacies, and
- integrating rhetorical techniques and appeals.

**Standard W.5: Narrative/Creative Writing Techniques**

**K.W.5** Draw and write narrative pieces that describe a single event (See standards L.1, F.14)

**1.W.5** Write narrative pieces that describe a single event with a beginning, middle, and end (See standards L.1, F.14).

**2.W.5** Write narrative pieces that describe a well-elaborated event in sequence (See standards L.1, W.2, F.14).

**3.W.5** Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally (See standards L.1, W.2, F.14).

**4.W.5** Use narrative techniques (e.g., dialogue, description) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally (See standards L.1, W.2, F.14).

**5.W.5** Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally (See standards L.1, W.2, F.14).

**6.W.5** Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.

**7.W.5** Write using narrative techniques to develop real or imagined experiences using well-chosen details and structured event sequences.

**8.W.5** Write using narrative techniques to develop real or imagined experiences using well-chosen details and structured event sequences.

**9-10.W.5** Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism to engage an audience.

**11-12.W.5** Write to convey real experiences, imaginary events, and poetic expressions by using creative writing techniques, such as narrative, dialogue, sensory details, figurative language, and symbolism to engage an audience.

**Writing Process and Craft**

*Learners will develop, strengthen, and produce writing by planning, revising, editing, and rewriting.*

**Standard W.6: Writing Process**

**K.W.6** Develop and strengthen writing utilizing the five steps appropriate to the task.

- Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
- Drafting: Develop writing from the planning process.
- Revising: Improve writing by adding more details or deleting unnecessary wording or information. (See standard W.7)
- Editing: Improve writing by using appropriate grade-level spelling (see standard K.F.9), sentence writing (see standard K.L.1), and grammar standards (see standard K.L.2).
- Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**1.W.6** Develop and strengthen writing utilizing the five steps appropriate to task

- Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
- Drafting: Develop writing from the planning process
- Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 1.W.7).
- Editing: Improve writing by using appropriate grade-level spelling (see standard 1.F.9), sentence writing (see standard 1.L.1), and grammar standards (see standard 1.L.2).
- Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.



## Standard W.6: Writing Process

<b>2.W.6</b>	Develop and strengthen writing utilizing the five steps appropriate to the task. <ul style="list-style-type: none"><li>a. Planning: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).</li><li>b. Drafting: Develop writing from the planning process</li><li>c. Revising: Improve writing by adding more details or deleting unnecessary wording or information (2.W.7).</li><li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 2.F.9), sentence writing (see standard 2.L.1), and grammar standards (see standard 2.L.2).</li><li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li></ul>
<b>3.W.6</b>	Develop and strengthen writing utilizing the five steps appropriate to the task and purpose. <ul style="list-style-type: none"><li>a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).</li><li>b. Drafting: Develop writing from the planning process.</li><li>c. Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 3.W.7).</li><li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 3.F.9), sentence writing (see standard 3.L.1), and grammar standards (see standard 3.L.2).</li><li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li></ul>
<b>4.W.6</b>	Develop and strengthen writing utilizing the five steps appropriate to the task, purpose, and audience. <ul style="list-style-type: none"><li>a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).</li><li>b. Drafting: Develop writing from the planning process.</li><li>c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and <b>elaborating or combining sentences</b> (see standard 4.W.7).</li><li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 4.F.9), sentence writing (see standard 4.L.1), and grammar standards (see standard 4.L.2).</li><li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li></ul>
<b>5.W.6</b>	Develop and strengthen writing utilizing the five steps appropriate to the task, purpose, and audience. <ul style="list-style-type: none"><li>a. Planning: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).</li><li>b. Drafting: Develop writing from the planning process.</li><li>c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, <b>rearranging sentences for clarity, or evaluating word choice</b> (see standard 5.W.7).</li><li>d. Editing: Improve writing by using appropriate grade-level spelling (see standard 5.F.9), sentence writing (see standard 5.L.1), and grammar standards (see standard 5.L.2).</li><li>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</li></ul>
<b>6.W.6</b>	Develop and strengthen writing by planning, drafting, revising, and editing to provide clarity to the audience.
<b>7.W.6</b>	Develop and strengthen writing by planning, drafting, revising, and editing to <b>address specific purposes</b> for the genre and audience.
<b>8.W.6</b>	Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.
<b>9-10.W.6</b>	Develop and strengthen writing through the writing process <b>to produce a quality product for a specific purpose and audience.</b>
<b>11-12.W.6</b>	Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.

## Standard W.7: Word Choice/Voice

**K.W.7** Produce shared and interactive writing with emotion or personality expressed through word choice.

**1.W.7** Write with emotion or personality expressed through word choice.

**2.W.7** Write with **intentional word choice** that integrates emotion or **descriptive language**.

**3.W.7** Write with intentional word choice that integrates emotion and descriptive language to **develop visual imagery** for the reader.

**4.W.7** Write with intentional word choice that integrates emotion with **figurative language** to develop visual imagery for the reader.

**5.W.7** Write with intentional word choice that integrates emotion with figurative language to **create a mood** for the reader.

**6.W.7** Produce writing that uses intentional word choice and voice to **match the writing purpose**.

**7.W.7** Produce writing that uses intentional word choice and voice to match the writing purpose.

**8.W.7** Produce writing that uses intentional word choice and voice to match the writing purpose.

**9-10.W.7** **Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.**

**11-12.W.7** Integrate vocabulary and figurative language to create a particular style and/or voice which supports the purpose of writing.

## Language Usage (L)

*Learners will integrate appropriate language and style to ensure effective readability in writing.*

### Standard L.1: Language Mechanics (K-5)/Language Mechanics and Grammar (6-12)

**K.L.1** **Compose a simple sentence.**

- Begin with a capital letter and capitalize the pronoun I.
- Use appropriate word spacing.
- Conclude with a punctuation mark.

**1.L.1** Compose simple **sentences**.

- Begin with a capital letter and have **proper names, months, and days of the week capitalized**.
- Conclude with a period, question mark, or exclamation mark.

**2.L.1** Compose simple and **compound sentences**:

- Begin with a capital letter and capitalize proper names, **holidays**, months, and days of the week.
- Conclude with appropriate punctuation, including the **period, question mark, or exclamation mark**.

**3.L.1** Compose simple and **compound declarative, interrogative, imperative, and exclamatory sentences**.

- Begin with a capital letter, and capitalize **titles of respect, words in titles, and geographical names**.
- Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
- Use **commas** before coordinating conjunctions and to separate individual words in a series.

**4.L.1** Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.

- Capitalize **proper nouns, proper adjectives**, and the **first letter of a quotation**.
- Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
- Use commas to separate individual words in a series and to indicate dialogue.
- Use **quotation marks** to indicate dialogue.

**5.L.1** Compose simple, compound, and **complex** sentences.

- Use **independent and dependent clauses**.
- Use quotation marks to indicate dialogue, quoted material, and titles of works.
- Use capitalization and punctuation mechanics mastered in previous grades.



**Standard L.1: Language Mechanics (K-5)/Language Mechanics and Grammar (6-12)**

**6.L.1** Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

- Generate simple, compound, and complex sentences.
- Recognize and correct inappropriate fragments and run-ons.
- Use varying forms of punctuation accurately.
- Follow standard grammar conventions mastered in previous grades.

**7.L.1** Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

- Use simple, compound, and complex sentences to add variety and interest.
- Recognize and correct inappropriate fragments and run-ons.
- Use varying forms of punctuation accurately.
- Follow rules of agreement (e.g., subject/verb and pronoun/antecedent)
- Follow standard grammar conventions mastered in previous grades.

**8.L.1** Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

- Use simple, compound, complex, and compound-complex sentences to add variety and interest.
- Recognize and correct inappropriate fragments and run-ons.
- Use varying forms of punctuation accurately.
- Follow standard grammar conventions mastered in previous grades.

**9-10.L.1** Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.

- Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- Use colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.
- Avoid misplaced modifiers and vague pronouns in writing.
- Follow parallel structure in writing.
- Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.)
- Follow standard grammar conventions mastered in previous grades.

**11-12.L.1** Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.

- Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- Recognize and choose between active and passive voice based on context.
- Use dashes, brackets, ellipsis, and other punctuation for advanced types and purposes of writing.
- Follow standard grammar conventions mastered in previous grades.

**Standard L.2: Grammar (K-5)**

**K.L.2** Identify parts of speech in sentences orally, with illustrations, or in writing:

- concrete objects such as people, places, or things (i.e., nouns)
- words as actions (i.e., verbs)
- color and size adjectives
- the pronoun I
- spatial and time relationships such as up, down, before, and after

**1.L.2** Recognize and use parts of speech in sentences:

- nouns as concrete objects (i.e., people, places, and things)
- regular plural nouns
- present-tense verbs as actions
- color, size, and number adjectives
- the pronouns I, me, you, and we
- the conjunctions and, or, but

## Standard L.2: Grammar (K-5)

### 2.L.2 Recognize and use parts of speech in sentences.

- a. common, proper, and irregular plural nouns
- b. tenses of verbs (i.e., past, present, future)
- c. the simple subject and simple predicate of a sentence
- d. descriptive adjectives and articles (i.e., a, an, the) as adjectives
- e. singular and plural personal pronouns, and the nouns they replace
- f. the conjunctions and, or, but

### 3.L.2 Recognize and use parts of speech in sentences:

- a. **concrete, abstract, and possessive** nouns
- b. **different types of verbs** (i.e., action, linking, helping) and their roles in a sentence
- c. the **complete subject and complete predicate** of a sentence
- d. **possessive adjectives**
- e. **prepositions**
- f. **coordinating conjunctions** (i.e., for, and, nor, but, or, yet, so)
- g. **-ly adverbs**

### 4.L.2 Recognize and use parts of speech in sentences:

- a. **irregular possessive nouns** (e.g., children's)
- b. **irregular and past participle verbs** and verb tense to identify settings, times, and sequences
- c. **subject and verb agreement**
- d. **comparative and superlative adjectives**
- e. **prepositional phrases**
- f. **possessive pronouns**, and the nouns they replace (i.e., antecedents)
- g. **adverbs of frequency** (e.g., always, often, never)

### 5.L.2 Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences.

- a. Verb tenses(perfect and progressive)
- b. Relative pronouns
- c. Correlative conjunctions
- d. Clauses and phrases

*Standard L.2 is combined with standard L.1 in grades 6-12.*

<b>Inquiry and Research (IR)</b>	
<i>Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</i>	
<b>Standard IR.1: Select a Research Topic and Develop Research Question(s)</b>	
<i>Standard IR.1 begins in third grade.</i>	
<b>3.IR.1</b>	Choose a topic of interest to research.
<b>4.IR.1</b>	Choose a topic of interest and develop several questions about it for research.
<b>5.IR.1</b>	Choose a topic of interest and develop a focus question for research.
<b>6.IR.1</b>	Develop a research question based on a given topic, problem, or need.
<b>7.IR.1</b>	Develop a research question based on a given topic, problem, or need.
<b>8.IR.1</b>	Develop research questions based on self-generated topics, problems, or needs.
<b>9-10.IR.1</b>	Develop pertinent research questions and narrow or broaden the inquiry.
<b>11-12.IR.1</b>	Develop complex, pertinent research questions and narrow or broaden the inquiry.
<b>Standard IR.2: Locate and Select Information</b>	
<i>Standard IR.2 begins in second grade.</i>	
<b>2.IR.2</b>	Locate important information on a topic in a provided source during a shared or interactive experience.
<b>3.IR.2</b>	Locate relevant information on a topic from a provided credible source or database.
<b>4.IR.2</b>	Locate relevant information on a topic from a provided credible source or database.
<b>5.IR.2</b>	Locate relevant information from a pair of provided credible sources.
<b>6.IR.2</b>	Locate relevant information from a provided set of credible sources.
<b>7.IR.2</b>	Locate relevant information from a variety of credible sources.
<b>8.IR.2</b>	Gather and interpret relevant information for a variety of purposes.
<b>9-10.IR.2</b>	Gather and interpret relevant information from primary and secondary sources for a variety of purposes.
<b>11-12.IR.2</b>	Gather and interpret relevant information from both primary and secondary sources for a variety of purposes.
<b>Standard IR.3: Organize Research Results</b>	
<i>Standard IR.3 begins in second grade.</i>	
<b>2.IR.3</b>	Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience.
<b>3.IR.3</b>	Use organizational tools to track information from a provided credible source relevant to a topic.
<b>4.IR.3</b>	Use organizational tools and a notetaking strategy to track relevant information from a provided credible source on a topic.
<b>5.IR.3</b>	Use organizational tools and notetaking strategies to track relevant information from a provided pair of credible sources on a topic.
<b>6.IR.3</b>	Organize main concepts from provided sources using a given notetaking strategy.
<b>7.IR.3</b>	Organize main concepts from provided and self-selected sources using given and self-generated notetaking strategies.
<b>8.IR.3</b>	Organize main concepts from a variety of sources using multiple notetaking strategies.
<b>9-10.IR.3</b>	Organize relevant information from a variety of sources.
<b>11-12.IR.3</b>	Organize relevant information from a variety of sources.

<b>Standard IR.4: Determining Credibility and Evaluating Sources</b>
<i>Standard IR.4 begins in third grade.</i>
<b>3.IR.4</b> Identify a fact or opinion based on information provided by the author.
<b>4.IR.4</b> Determine a fact or opinion based on information provided by the author.
<b>5.IR.4</b> Identify facts and multiple perspectives from credible sources.
<b>6.IR.4</b> Analyze information from credible sources considering multiple perspectives.
<b>7.IR.4</b> Analyze information from credible sources considering multiple perspectives and identifying biases.
<b>8.IR.4</b> Analyze the credibility of a source based on bias, perspective, and purpose.
<b>9-10.IR.4</b> Evaluate the credibility of a source based on bias, perspective, and purpose.
<b>11-12.IR.4</b> Evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.

<b>Standard IR.5: Citing Sources</b>
<i>Standard IR.5 begins in fourth grade.</i>
<b>4.IR.5</b> Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism.
<b>5.IR.5</b> Cite and reference sources with a bibliography page using an approved citation format to avoid plagiarism.
<b>6.IR.5</b> Integrate information from sources using a standardized format. <ul style="list-style-type: none"> <li>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</li> <li>b. Generate a citation/bibliography page using a standardized format.</li> </ul>
<b>7.IR.5</b> Integrate information from sources using a standardized format. <ul style="list-style-type: none"> <li>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</li> <li>b. Generate a citation/bibliography page using a standardized format.</li> </ul>
<b>8.IR.5</b> Integrate information from sources using a standardized format. <ul style="list-style-type: none"> <li>a. Reference sources, including in-text citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</li> <li>b. Generate a citation/bibliography page using a standardized format.</li> </ul>
<b>9-10.IR.5</b> Integrate information from sources using a standardized format. <ul style="list-style-type: none"> <li>a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity.</li> <li>b. Generate a citation/bibliography page using a standardized format.</li> </ul>
<b>11-12.IR.5</b> Integrate information from sources using a standardized format. <ul style="list-style-type: none"> <li>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism and maintain academic integrity.</li> <li>b. Generate a citation/bibliography page using a discipline-specific format.</li> </ul>

# Appendix A

## Suggested Terminology for Grades 6-12

Standard R.7	
Grades	Suggested Terminology
<b>Grades 6-8</b>	<ul style="list-style-type: none"> <li>• Foreshadow</li> <li>• Allusion</li> <li>• Imagery</li> <li>• Metaphor</li> <li>• Idiom</li> <li>• Personification</li> <li>• Hyperbole</li> <li>• Simile</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul>
<b>Grades 9-10</b>	<ul style="list-style-type: none"> <li>• Irony</li> <li>• Oxymoron</li> <li>• Extended Metaphor</li> <li>• Foreshadow</li> <li>• Allusion</li> <li>• Imagery</li> <li>• Metaphor</li> <li>• Idiom</li> <li>• Personification</li> <li>• Hyperbole</li> <li>• Simile</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul>
<b>Grades 11-12</b>	<ul style="list-style-type: none"> <li>• Satire</li> <li>• Motif</li> <li>• Allegory</li> <li>• Symbolism</li> <li>• Irony</li> <li>• Oxymoron</li> <li>• Extended Metaphor</li> <li>• Foreshadow</li> <li>• Allusion</li> <li>• Imagery</li> <li>• Metaphor</li> <li>• Idiom</li> <li>• Personification</li> <li>• Hyperbole</li> <li>• Simile</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul>

# Glossary

## General

- **Argumentative Writing** - a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner
- **e.g.** - an abbreviation typically used to introduce one or more examples of something mentioned previously in the sentence and can be used interchangeably with “for example” or “such as”
- **Expository/Informational** - a genre of essay that requires the student to investigate an idea, evaluate evidence, and expound on the idea. Examples include compare and contrast, definition, classification, problem and solution, and process
- **Informative** - providing useful or interesting information
- **Opinion Writing** - a genre of writing where a writer shares a formed opinion backed by research, logic, and anecdotal evidence. The purpose of an opinion essay is to clearly articulate a position, often in response to a question. It's a writer's way of demonstrating both what they think and why they think it
- **Persuasive Writing** - a genre of writing that tries to convince the reader of the writer's opinion
- **Technical Writing** - a form of communication that is domain-specific or about specified topics or ideas

## Foundational Skills

- **Decode** - the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words
- **Encode** - the ability to translate a word from speech to print, usually by employing knowledge of sound-symbol correspondences.
- **Grapheme** - the smallest meaningful contrastive unit in a writing system. A letter or letter combination that spells a phoneme
- **Phoneme** - any of the perceptually distinct units of sound in a specified language that distinguishes one word from another
- **Phonemic Awareness** - the ability to identify and manipulate individual sounds (phonemes) in spoken words
- **Phonological Awareness** - the conscious awareness of all levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime units, and phonemes
- **Syllable** - a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word
- **Blend** - joining individual phonemes together to pronounce a word.
- **Segment** - breaking up words into individual sounds or phonemes

## Phonics

- **Automatically** - without conscious thought or attention
- **Closed Syllable** - a vowel is followed by (or closed in by) one or more consonants; vowel sound is 'short.'
- **Consonant Blends** - two or three graphemes that each represent a sound; a blend is not one sound, but two or three adjacent consonants before or after a vowel in a syllable (Examples include sprint or frog)
- **Derivational Suffixes** - usually apply to words of one syntactic category, and change them to words of another syntactic category; grammatical endings that mark or determine the part of speech of the suffixed word
- **Digraph** - a combination of two letters representing one sound; examples include /sh/, /ch/, /ph/
- **Diphthongs** - a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another
- **Fluency** - the ability to read with speed, accuracy, and proper expression to understand what is being read (Definition taken from Reading Rockets)
- **High-frequency vs. Sight Words** - high-frequency words are most commonly used in the English language; Sight words are instantly recognized and identified without conscious effort

## Phonics

- **Homophones** - each of two or more words having the same pronunciation but different meanings, origins, or spelling, for example, *new* and *knew*
- **Morphology** - the study of meaningful units in a language and how the units are combined in word formation (definition taken from LETRS)
- **Open Syllable** - a syllable with a long vowel sound where the vowel is open, meaning there is no consonant after it
- **Orthography** - a writing system for representing language (our standards are written around English orthography)
- **Phrasing** - the way something is expressed or put into words; the passage is read with the correct phrasing and attention to punctuation
- **R-controlled Vowel** - when an r follows a vowel, the vowel sound is different because of the presence of the r. Many refer to this as the “bossy r” and typically would be mapped as one sound. Example: bird /b/ /ir/ /d/ r changes the sound that vowel makes
- **Schwa** - the unstressed central vowel (as in a mom e nt a go), represented by the symbol /ə/ in the International Phonetic Alphabet; the empty vowel in an unaccented syllable, such as the last syllable in the word wagon
- **Vowel Teams** - when two vowels work together to make one sound

## Reading

- **Ambiguous Language** - language that can have multiple possible meanings
- **Analysis** - to examine in detail to discover meaning, essential features, etc.
- **Author’s Purpose** - the objective, goal, or intended effect a writer wishes to achieve
- **Bias** - disproportioned leaning in favor of or against an idea or thing
- **Claim** - in persuasive writing, a statement of the position the writer takes on a topic and wants the audience to believe
- **Comprehension** - the construction of the meaning of a written, spoken, or visual communication through a reciprocal interchange of ideas between the receiver and the composer; comprehension occurs within and is influenced by the immediate context
- **Connotative Meanings** - a meaning that is implied by a word apart from the thing it describes explicitly; words carry cultural and emotional associations or meanings in addition to their literal meanings
- **Denotative Meaning** - the literal meaning of a word, a gesture, or any mark, without emotion
- **Evaluate** - the use of critical reading and critical thinking to judge and assign meaning or importance to a particular experience or event
- **Figurative Language** - any language, whether in a literary or a nonliterary text, using figures of speech such as metaphor or hyperbole to create multiple or intensified meanings
- **Genres** - a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter
- **Inference** - a conclusion reached based on evidence and reasoning
- **Informational** - relating to or characterized by facts about something, providing information
- **Literary** - concerning the writing, study, or content of literature, especially of the kind valued for quality of form
- **Logical Fallacies** - an error or flaw in reasoning, whether intentional or unintentional (e.g., slippery slope, loaded question, *ad hominem*)
- **Point of View** - in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character
- **Rhetorical Appeals** - include ethos, pathos, and logos; created by authors to persuade audiences
- **Rhetorical Techniques** - any of the techniques or devices used by writers to communicate meaning or to persuade an audience; rhetorical techniques range from a word- or sentence-level techniques, such as the use of metaphor or apostrophe (direct address to the reader) to techniques that shape an entire piece, such as irony or extended analogy



## Reading

- **Shared Reading** - an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided
- **Summarize** - a brief statement of the main points
- **Text Feature** - all the components of a story or article that are not the main body of text
- **Text Structure** - the temporal and spatial arrangement of elements in a written, oral, or visual text. For example, the text structure of a narrative film might involve moving back and forth among different periods in recounting events; or the text structure of an argumentative essay might involve a linear arrangement of definitions, arguments, evidence, counterarguments, and rebuttal
- **Theme** - the central, implied meaning(s) of a literary work

## Writing

- **Abstract Nouns** - terms that cannot be perceived with the five primary senses.
- **Concrete Possessives** - refers to a physical object in the real world, such as a dog, a ball, or an ice cream cone
- **Counterclaim** - a claim made to rebut a previous claim
- **Convention** - an accepted practice in a spoken or written language; an accepted way of creating an effect
- **Interactive Writing** - a collaborative teaching/learning strategy in which teacher and students jointly compose and write texts
- **Medium** - method/mode of communication (i.e., paper essay, speech, discussion board, video conference, etc.)
- **Narrative/Creative Techniques** - this may include structures such as dialogue, description, etc.
- **Shared Writing** - students collaborate with the teacher to jointly construct a written text; the teacher acts as scribe, prompting, questioning, and supporting the students as the text is shaped
- **Syntax** - 1. The syntactic system focuses on the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar). 2. The study of how sentences are formed and the grammatical rules governing their formation. 3. The pattern or structure of word order in sentences, clauses, and phrases
- **Thesis Statement** - a clear statement of the central idea in a written or oral text. In persuasive writing, the thesis takes the form of a claim
- **Voice** - the distinctive style or manner of expression of a writer or a character
- **Writing Process** - writing not only consists of a final polished draft; it involves routines, skills, strategies, and practices for generating, revising, and editing different kinds of texts

## Communication

- **Formal Communication** - a less casual exchange between individuals or groups, usually face-to-face or in writing
- **Formal Presentation** - exchanging official information between two or more people within the same organization
- **Group Norms** - rules or guidelines that reflect expectations of how group members should act and interact, defining what behaviors are acceptable or not; reasonable or not; right or not; or appropriate or not
- **Group Roles** - expected behaviors or functions of group members
- **Informal Communication** - a brief, unscheduled exchange that can occur many times and in different ways
- **Informal Presentation** - casual communication between people
- **Media** - the various physical means through which information may be communicated or aesthetic forms created, for example, newspapers, film, books, computer software, painting
- **Multimedia** - incorporating or making use of more than one medium; for example, a multimedia research project might include a written report, photographs, computer-generated charts, and audiotaped interviews
- **Nonverbal Communication** - the act of conveying information without the use of words, includes body language, facial expression, eye contact, gestures, and attire
- **Productive Climate** - creation and maintenance of social cohesion to fulfill the interpersonal needs of group members

**Communication**

- **Verbal Communication** - oral communication with words that people speak out loud; volume, tone, and enthusiasm of voice, pronunciation, and speed to support the goal

**Research**

- **Plagiarism** - using another creator's work as one's own
- **Synthesize** - identifying the relationships among two or more ideas or other textual elements