



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota
English Language Arts (ELA)
Content Standards
Grades K–12
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North Dakota Department of Public Instruction
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Document Revision Log

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Superintendent's Foreword

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 21st Century Skills, college preparation, and career readiness.

The development of 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 content standard review committee representing business interests, parents, and the public. The committee began its work in July 2022 and completed the development of new standards in April 2023.

The committee reorganized and simplified the former standards to support school districts vertically aligning skills for each grade level. Their work was guided by [Century Code 15.1-21-12.1](#) and is aligned with research-based best practices and the science of reading. Students need to be choice ready and literate. To be literate, students need skills that allow them to independently understand complex and varying texts; communicate through both writing and speaking; collaborate with others in a constantly changing world; and analyze, synthesize, and cite texts while being aware of bias and falsehoods.

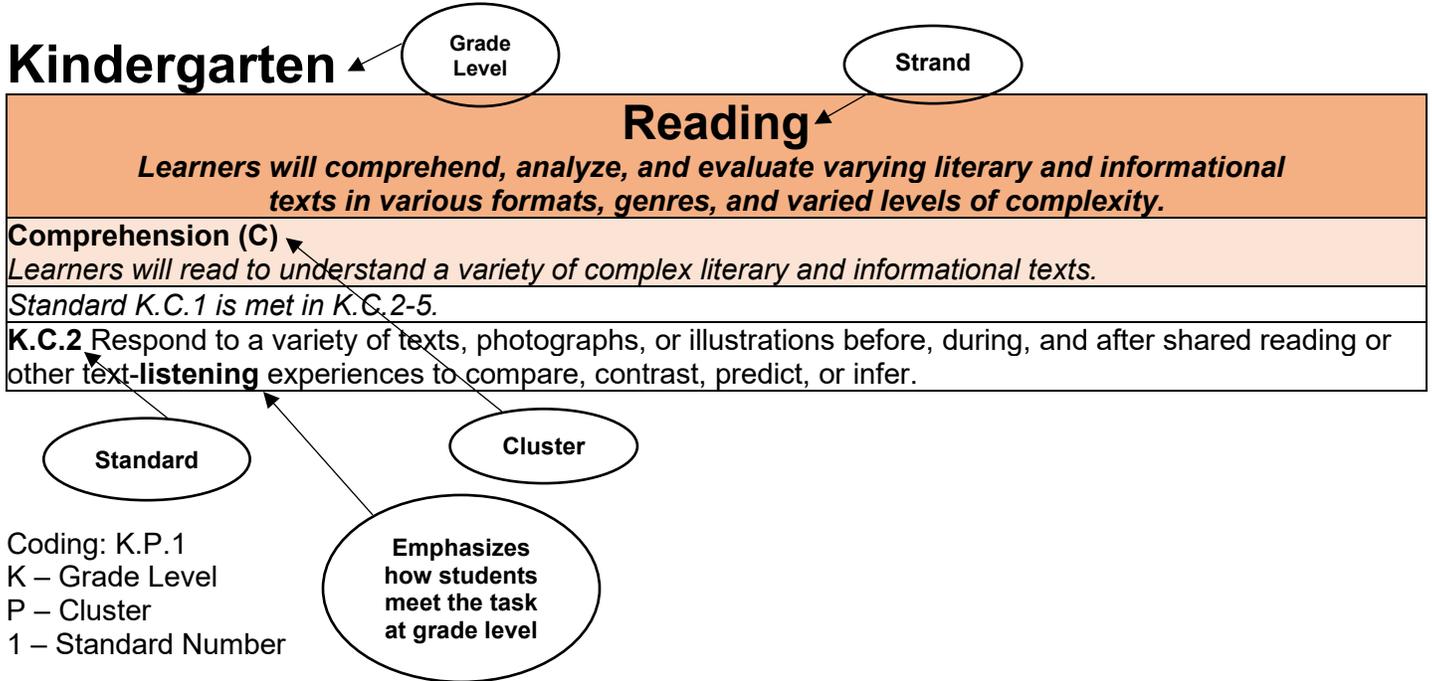
The North Dakota Student Content Standards for English Language Arts (ELA) aim to empower students to:

- 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, and
- 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. Rather, it is a guide for school district use.

The document is organized by strand, cluster, and standard and includes five strands: Foundations of Literacy (grades K-6 only), Communication, Reading, Writing, and Research and Inquiry. 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 is made up of 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

FOUNDATIONS OF LITERACY

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

Print Concepts (P)

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

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

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

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

K.P.4 Form uppercase and lowercase letters accurately.

Phonological and Phonemic Awareness (PA)

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

K.PA.1 Recognize and produce rhyming words.

K.PA.2 Segment parts of spoken words.

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

K.PA.3 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.

K.PA.4 Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.

Phonics and Word Study (PW)

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

K.PW.1 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

K.PW.2 Encode words with phoneme-grapheme correspondences:

- a. predictable consonants
- b. predictable short vowels
- c. long vowels with single letters in open one-syllable words
- d. irregularly spelled high-frequency words

*Regular high-frequency words should be taught in phonics

K.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words.

K.PW.4 Orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.

Fluency (F)

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

K.F.1 Accurately and automatically

- a. recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order
- b. produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order
- c. blend sounds at the word level

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

Kindergarten

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose, including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

K.PC.1 Orally describe personal interests or tell stories to a targeted audience (e.g., peers and adults).

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

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

K.PC.4 Use grade-appropriate, conversational, general academic, and domain-specific words and phrases acquired through listening.

Collaboration (CO)

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

Standard CO.1 begins in sixth grade.

K.CO.2 Participate in collaborative conversations by listening to others and taking turns speaking.

K.CO.3 Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.

READING

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

Comprehension (C)

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

Standard K.C.1 is met in K.C.2-5.

K.C.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.

Standard C.3 begins in fourth grade.

K.C.4a Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text-**listening** experiences.

K.C.4b Tell about characters and setting in a literary story during or after a shared reading or other text-**listening** experience.

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

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

K.TA.1 Identify photographs, illustrations, and labels during or after a shared reading or other text-**listening** experience.

Standard TA.2 begins in third grade.

K.TA.3 Explore 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 text-**listening** experience.

Kindergarten

WRITING

Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

K.TS.1 Produce writing through shared and interactive experiences, in which the development and organization are appropriate to the task, purpose, or audience.

K.TS.2 Produce coherent sentences on the same topic through shared and interactive writing.

K.TS.3 Write informative pieces.

- a. Draw a picture about the topic.
- b. Write a sentence about the topic.

K.TS.4 Write opinion pieces.

- a. Draw a picture about the topic.
- b. Write a sentence about the topic.

K.TS.5 Write narrative pieces.

- a. Draw a picture to help describe an event.
- b. Write a sentence about an event.

Writing Process and Craft (WC)

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

K.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the prewriting process (see standard K.P.4).
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard K.PW.2), sentence writing (see standard K.L.1), and grammar standards (see standard K.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

K.WC.2 Produce shared and interactive writing with emotion or personality expressed through word choice.

Language Usage (L)

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

K.L.1 Compose a simple sentence.

- a. Begin with a capital letter and capitalize the pronoun I.
- b. Conclude with a punctuation mark.

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

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

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry into complex problems or topics.

Research Process (RP)

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.

Standards for Research begin in second grade.

First Grade

FOUNDATIONS OF LITERACY

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

Print Concepts (P)

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

Standard 1.P.1 met in kindergarten.

Standard 1.P.2 met in kindergarten.

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

1.P.4 Write uppercase and lowercase letters accurately and automatically.

Phonological and Phonemic Awareness (PA)

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

Standard 1.PA.1 met in kindergarten.

1. PA.2 Segment one-syllable spoken words into four or more phonemes.

1.PA.3 Blend four or more phonemes to produce a spoken word or syllable.

1.PA.4 Manipulate parts of spoken words.

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

Phonics and Word Study (PW)

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

1.PW.1 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. closed and open syllables
- e. silent e in single-syllable words
- f. vowel teams
- g. r-controlled
- h. prefixes and suffixes (two-syllable words)
- i. functions of y contractions
- j. irregularly spelled high-frequency words

1.PW.2 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

1.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words.

1.PW.4 Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.

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

Fluency (F)

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

1.F.1 Read accurately and automatically

- a. at the word level
- b. at the sentence level
- c. a variety of first-grade texts with expression, phrasing, purpose, and understanding.

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

First Grade

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

1.PC.1 Orally describe people, places, things, and events with relevant details expressing ideas to a targeted audience (e.g., peers and adults).

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

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

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

Collaboration (CO)

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

Standard CO.1 begins in sixth grade.

1.CO.2 Participate in collaborative conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.

1.CO.3 Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step directions.

READING

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

Comprehension (C)

Learners will read to understand varying complex literary and informational texts.

Standard 1.C.1 is met in 1.C.2-5.

1.C.2 Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text-**listening** experiences to compare, contrast, predict, or infer.

Standard C.3 begins in fourth grade.

1.C.4a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-**listening** experience.

1.C.4b Identify characters, setting, and plot in a literary story during or after a shared reading or other text-**listening** experience.

1.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text experiences.

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in various genres and formats.

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

Standard TA.2 begins in third grade.

1.TA.3 Explore 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.

First Grade

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

1.TS.1 Produce writing through shared and interactive experiences, in which the development and organization are appropriate to the task, purpose, or audience.

1.TS.2 Produce coherent sentences on the same topic.

1.TS.3 Write informative pieces.

- a. Introduce a topic.
- b. Supply a detail about the topic.
- c. Provide a sense of closure.

1.TS.4 Write opinion pieces.

- a. Introduce a topic with an opinion.
- b. Provide a reason for the opinion.
- c. Provide a sense of closure.

1.TS.5 Write narrative pieces.

- a. Recount an event in sequence from beginning, middle, and end.
- b. Include details regarding what happened.

Writing Process and Craft (WC)

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

1.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the prewriting process (see standard 1.P.4).
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 1.PW.2), sentence writing (see standard 1.L.1), and grammar standards (see standard 1.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

1.WC.2 Produce writing with emotion or personality expressed through word choice.

Language Usage (L)

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

1.L.1 Compose simple sentences.

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

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

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

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.

Standards for Research begin in second grade.

Second Grade

FOUNDATIONS OF LITERACY

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

Print Concepts (P)

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

Standard 2.P.1 met in kindergarten.

Standard 2.P.2 met in kindergarten.

Standard 2.P.3 met in first grade.

2.P.4 Continue practicing letter formation for the automaticity of skills.

Phonics and Word Study (PW)

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

2.PW.1 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.PW.2 Encode words with phoneme-grapheme correspondences:

- a. closed and open syllables
- b. vowel teams
- c. r-controlled
- d. prefixes and suffixes
- e. functions of y
- f. contractions
- g. irregularly spelled high-frequency words

2.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words (e.g., synonyms, antonyms, homophones, homographs).

2.PW.4 Utilize 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 orthography of the word to aid learning.

Fluency (F)

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

2.F.1 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.

Second Grade

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

2.PC.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.PC.2 Speak audibly in complete sentences when appropriate to the task and situation to provide requested detail or clarifications.

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

2.PC.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through listening.

Collaboration (CO)

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

Standard CO.1 begins in sixth grade.

2.CO.2 Participate in collaborative conversations by linking comments to the remarks of others and asking questions.

2.CO.3 Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.

READING

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

Comprehension (C)

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

2.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

2.C.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.

Standard C.3 begins in fourth grade.

2.C.4a Identify the main idea with some supporting details during or after **reading** an informational text or passage.

2.C.4b Retell the plot to include the beginning, middle, and end of a literary text after **reading**.

2.C.5 Determine or clarify the meaning of unknown words and phrases through a variety of text experiences.

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

2.TA.1 Identify new text features (timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

Standard TA.2 begins in third grade.

2.TA.3 Explore 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 from different cultures after **listening** to a story or poem.

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

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

2.TS.2 Produce an organized paragraph (e.g., structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

Second Grade

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

2.TS.3 Write informative pieces.

- a. Introduce the topic.
- b. Supply details about the topic.
- c. Provide a concluding statement.

2.TS.4 Write opinion pieces.

- a. Introduce the topic with an opinion.
- b. Provide reasons that support the opinion.
- c. Use conjunctions to connect reasons and opinions.
- d. Provide a concluding statement.

2.TS.5 Write narrative pieces.

- a. Introduce a character, setting, or event.
- b. Recount in sequence a well-elaborated event.
- c. Include details to describe actions, thoughts, and feelings.
- d. Provide a sense of closure.

Writing Process and Craft (WC)

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

2.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the prewriting process (see standard 2.P.4).
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 2.PW.2), sentence writing (see standard 2.L.1), and grammar standards (see standard 2.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, or audience.

2.WC.2 Produce writing 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.

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

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

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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 RP.1 begins in third grade.

2.RP.2 In a shared or interactive experience, locate important information on a topic in a provided source.

2.RP.3 In a shared or interactive experience, use graphic organizers to track information from a given/provided pair of sources relevant to a topic.

Third Grade

FOUNDATIONS OF LITERACY

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

Phonics and Word Study (PW)

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

3.PW.1 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

3.PW.2 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 (e.g., -ly, -able, -ful)
- j. irregularly spelled high-frequency words

3.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies with variable text (e.g., synonyms, antonyms, homophones, homographs).

3.PW.4 Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.

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

Fluency (F)

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

3.F.1 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.

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

3.PC.1 Report in a group or individually on a topic or text, tell a story, or recount an experience to a targeted audience with relevant facts and descriptive details.

3.PC.2 Speak audibly in complete sentences using appropriate eye contact and volume to express thoughts, feelings, and ideas.

Standard PC.3 is a K-2 standard.

3.PC.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through listening.

Third Grade

Collaboration (CO)

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

Standard CO.1 begins in sixth grade.

3.CO.2 Engage in collaborative conversations by using active listening skills and asking and answering questions.

3.CO.3 Engage collaboratively by following agreed-upon rules.

READING

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

Comprehension (C)

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

3.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

3.C.2 Ask and answer questions about key details before, during, and after **reading** a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.

Standard C.3 begins in fourth grade.

3.C.4a Determine the main idea(s) with supporting details during or after **reading** an informational text or passage.

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

3.C.5 Determine or clarify the meaning of unknown and multi-meaning words and phrases through various text experiences choosing flexibly from an array of strategies.

3.C.1 Comprehend information presented orally or through media using grade-level **reading** comprehension standards.

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

3.TA.1 Use new text features (glossary, index, sidebars) and previously learned text features (timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.

3.TA.2 Find examples of literary devices:

- a. personification
- b. hyperbole
- c. simile
- d. alliteration
- e. onomatopoeia

3.TA.3 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).

3.TA.4 Determine the most important points/key details presented in two nonfiction texts on the same topic.

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

3.TS.1 Produce writing that is organized appropriately to the task, purpose, or audience.

3.TS.2 Produce an organized paragraph that includes a topic sentence, supporting sentences, and a concluding sentence. (Example structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

3.TS.3 Write informative pieces.

- a. Introduce the topic.
- b. Use an organizational structure that supports the topic with details about the topic.
- c. Use sentence structures and transition words to connect details.
- d. Provide a concluding statement.

Third Grade

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

3.TS.4 Write argumentative pieces.

- Introduce the topic with a claim.
- Use an organizational structure that provides evidence to that support the claim.
- Use sentence structures and transition words.
- Provide a concluding statement.

3.TS.5 Write narrative pieces to develop real or imagined experiences or events.

- Orient the reader at the beginning of the piece.
- Organize an event sequence that unfolds naturally.
- Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Provide a sense of closure.

Writing Process and Craft (WC)

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

3.WC.1 Develop and strengthen writing by:

- Prewriting: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- Drafting: Develop writing from the prewriting process.
- Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 3.WC.2).
- Editing: Improve writing by using appropriate grade-level spelling (see standard 3.PW.2), sentence writing (see standard 3.L.1), and grammar standards (see standard 3.L.2).
- Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Use the five steps appropriate to the task, purpose, and audience.

3.WC.2 Produce writing with intentional word choice that integrates emotion and descriptive language to develop visual imagery for the reader.

Language Usage (L)

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

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

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

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

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

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.

3.RP.1 Choose a topic of interest to research.

3.RP.2 Locate relevant information on a topic from a given/provided credible source.

3.RP.3 Use graphic organizers to track information from a given/provided credible source relevant to a topic.

3.RP.4 Identify a fact or an opinion based on information provided by the author.

Fourth Grade

FOUNDATIONS OF LITERACY

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

Phonics and Word Study (PW)

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

4.PW.1 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

4.PW.2 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 roots
- c. inflectional and derivational endings
- d. schwa

4.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies with variable text (e.g., synonyms, antonyms, homophones, and homographs).

4.PW.4 Accurately interpret general academic and domain-specific words and phrases.

Fluency (F)

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

4.F.1 Read accurately and automatically a variety of fourth-grade texts with expression, phrasing, purpose, and understanding.

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

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

4.PC.1 Present formally and informally in a group and individually, organizing information and determining content for the targeted audience in coherent sentences.

4.PC.2 Present ideas using appropriate eye contact, body language, and volume in formal and informal situations.

Standard PC.3 is a K-2 standard.

4.PC.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through listening.

Fourth Grade

Collaboration (CO)

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

Standard CO.1 begins in sixth grade.

4.CO.2 Engage in a range of collaborative discussions by being an active listener, posing, and responding to specific questions.

4.CO.3 Engage collaboratively to accomplish a common goal or purpose.

READING

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

Comprehension (C)

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

4.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

4.C.2 Make inferences while reading a variety of genres, literary, and informational texts, providing text evidence.

4.C.3 Identify a theme based on textual evidence.

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

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

4.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through a variety of text experiences choosing flexibly from an array of strategies.

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

4.TA.1 Determine the structure of an informational text:

- a. compare/contrast
- b. cause/effect
- c. problem/solution
- d. description
- e. sequential

4.TA.2 Find and use textual evidence of literary devices:

- a. metaphor
- b. idiom
- c. personification
- d. hyperbole
- e. simile
- f. alliteration
- g. onomatopoeia

4.TA.3 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, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures).

4.TA.4 Integrate information from two texts on the same topic.

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

4.TS.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.

4.TS.2 Produce 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, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).

Fourth Grade

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

4.TS.3 Write informative pieces.

- a. Introduce the topic.
- b. Use an organizational structure that connects details to the topic.
- c. Use various sentence structures, content vocabulary, and transitional phrases to connect details to the topic.
- d. Provide a concluding section.

4.TS.4 Write argumentative pieces.

- a. Introduce the topic with a claim.
- b. Use an organizational structure that provides evidence to support the claim.
- c. Use various sentence structures and transitional phrases.
- d. Provide a concluding section.

4.TS.5 Write narratives to develop real or imagined experiences.

- a. Orient the reader at the beginning of the piece.
- b. Organize an event sequence that unfolds naturally.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use concrete words, phrases, and sensory details to precisely convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Writing Process and Craft (WC)

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

4.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the prewriting process.
- c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and elaborating or combining sentences (see standard 4.WC.2).
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 4.PW.2), sentence writing (see standard 4.L.1), and grammar standards (see standard 4.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Use the five steps appropriate to the task, purpose, and audience.

4.WC.2 Produce writing with intentional word choice that integrates emotion or figurative language to develop visual imagery for the reader.

Language Usage (L)

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

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

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

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)

Fourth Grade

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.RP.1 Choose a topic of interest and generate several questions about it for research.

4.RP.2 Locate relevant information on a topic from a given/provided credible source.

4.RP.3 Use graphic organizers and a notetaking strategy (e.g., outline, bullet points, highlighting) to track relevant information from a given/provided credible source on a topic.

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

4.RP.5 Cite and reference sources with a bibliography page using approved citation format, avoiding plagiarism.

Fifth Grade

FOUNDATIONS OF LITERACY

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

Phonics and Word Study (PW)

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

5.PW.1 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.PW.2 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.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a variety of strategies with variable text (e.g., synonyms, antonyms, homophones, and homographs).

5.PW.4 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing flexibly from a range of strategies.

Fluency (F)

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

5.F.1 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.

Fifth Grade

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

5.PC.1 Present formally and informally in a group and individually, organizing information and determining content for the targeted audience in coherent sentences.

5.PC.2 Present ideas using appropriate eye contact, body language, and volume in formal and informal situations.

Standard PC.3 is a K-2 standard.

5.PC.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases acquired through listening.

Collaboration (CO)

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

Standard CO.1 begins in sixth grade.

5.CO.2 Engage in a range of collaborative discussions by using active listening skills, posing and responding to specific questions to clarify information.

5.CO.3 Engage collaboratively to accomplish a common goal or purpose.

READING

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

Comprehension (C)

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

5.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

5.C.2 Make inferences based on textual evidence while reading a variety of genres to support comprehension.

5.C.3 Determine a theme or claim based on textual evidence.

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

5.C.4b Summarize the story by including major story elements after reading a literary text.

5.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through a variety of text experiences, choosing flexibly from an array of strategies.

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

5.TA.1 Describe the structure of informational texts:

- a. compare/contrast
- b. cause/effect
- c. problem/solution
- d. description
- e. sequential

5.TA.2 Determine how literary devices contribute to the meaning of a text:

- a. imagery
- b. metaphor
- c. idiom
- d. personification
- e. hyperbole
- f. simile
- g. alliteration
- h. onomatopoeia

Fifth Grade

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

5.TA.3 Analyze a variety of fiction and poetry texts.

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

5.TA.4 Integrate information from several texts or media on the same informational topics.

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

5.TS.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.

5.TS.2 Produce 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, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).

5.TS.3 Write informative pieces.

- Introduce and develop a topic.
- Use an organizational structure to synthesize evidence.
- Use transitional words, phrases, and varied sentence structures.
- Provide a concluding section.

5.TS.4 Write argumentative pieces.

- Introduce the topic with a claim.
- Use an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Use transitional words, phrases, and varied sentence structures.
- Provide a concluding section related to the claim presented.

5.TS.5 Write narratives to develop real or imagined experiences or events.

- Orient the reader at the beginning of the piece.
- Organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use concrete words, phrases, and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Writing Process and Craft (WC)

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

5.WC.1 Develop and strengthen writing by:

- Prewriting: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- Drafting: Develop writing from the prewriting process.
- 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 standard 5.WC.2).
- Editing: Improve writing by using appropriate grade-level spelling (see standard 5.PW.2), sentence writing (see standard 5.L.1), and grammar standards (see standard 5.L.2).
- Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilizing the five steps appropriate to the task, purpose, and audience.

5.WC.2 Produce writing with intentional word choice that integrates emotion or figurative language to create a mood for the reader.

Fifth Grade

Language Usage (L)

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

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

- a. Use independent and dependent clauses.
- b. Use commas to separate independent and dependent clauses in a complex sentence.
- c. Use quotation marks to indicate dialogue, quoted material, and titles of works.
- d. Use capitalization and punctuation mechanics mastered in previous grades.

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

(Verb tense, relative pronouns, proper pronoun case, fragment, and run-ons, adverbs, capitalization, underlining, quotation marks, commas, possessives, clauses, and phrases)

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.

5.RP.1 Choose a topic of interest and generate a focus question for research.

5.RP.2 Locate relevant information from a given/provided pair of credible sources.

5.RP.3 Use graphic organizers and notetaking strategies (e.g., outline, bullet points, highlighting, annotations) to track relevant information from a given/provided pair of credible sources on a topic.

5.RP.4 Explain where the author provides a fact or opinion and show text evidence.

5.RP.5 Cite and reference sources with a bibliography page using an approved citation format, avoiding plagiarism.

Sixth Grade

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

6.PC.1 Develop and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.

6.PC.2 Present ideas using appropriate eye contact, body language, volume, and pronunciation in formal and informal presentations.

Collaboration (CO)

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

6.CO.1 Prepare for discussions by bringing relevant connections to the topic or text.

6.CO.2 Engage actively in a range of discussions or debates, being focused, present, and using active listening skills.

6.CO.3 Collaborate effectively with peers to accomplish a common goal or purpose.

READING

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

Comprehension (C)

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

Standard C.1 is a K-5 standard only.

6.C.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.

6.C.3 Determine a theme(s), central idea(s), or claim(s) and provide supporting textual evidence.

6.C.4 Summarize both fiction and nonfiction texts remaining objective and including relevant details.

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

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

6.TA.1 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of the ideas.

6.TA.2 Describe how an author uses figurative language and specific word choice to affect meaning in a text.

6.TA.3 Analyze a variety of fiction texts using textual evidence for support.

a. Describe how characters and the plot develop over the course of a 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.

6.TA.4 Analyze a variety of nonfiction texts using textual evidence for support.

a. Describe how a text's structure contributes to the purpose of the text.

b. Identify the author's point of view and purpose and describe how it influences the meaning of the text.

c. Describe how varying authors present information on similar topics.

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

6.TS.1 Produce clear writing that is organized according to the task, purpose, and audience.

6.TS.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

6.TS.3 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 (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

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

6.TS.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 (WC)

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

6.WC.1 Develop and strengthen writing by planning, revising, and editing to provide clarity to the audience.

6.WC.2 Produce writing that uses intentional word choice 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. Utilize simple, compound, and complex sentences.
- b. Recognize and correct inappropriate fragments and run-ons.
- c. Use varying forms of punctuation accurately.

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.RP.1 Develop a research question based on a given topic, problem, or need.

6.RP.2 Locate and paraphrase relevant information from a provided set of credible sources.

6.RP.3 Organize main concepts from provided sources using multiple notetaking strategies.

6.RP.4 Evaluate information from credible sources considering multiple perspectives and identifying biases.

6.RP.5 Cite and reference sources, including in-text citations and a citation/bibliography page using a standardized approved citation format, avoiding plagiarism.

Seventh Grade

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

7.PC.1 Develop and deliver formal and informal presentations considering audience and purpose using multimedia components when appropriate.

7.PC.2 Implement appropriate eye contact, body language, volume, and pronunciation in formal and informal presentations.

Collaboration (CO)

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

7.CO.1 Prepare for discussions by bringing relevant and specific connections to the topic or text.

7.CO.2 Actively engage in a range of discussions or simple debates, being focused and present, using active listening skills, and referencing others' ideas or connections to a text.

7.CO.3 Collaborate effectively with peers to accomplish a common goal or purpose.

READING

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

Comprehension (C)

Learners will read to understand a variety of complex literary and informational texts.

Standard C.1 is a K-5 standard only.

7.C.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.

7.C.3 Determine a theme(s), central idea(s), or claim(s) and provide supporting textual evidence and reasoning.

7.C.4 Summarize both fiction and nonfiction texts remaining objective, including relevant details, and avoiding unnecessary information.

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

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

7.TA.1 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 the ideas.

7.TA.2 Analyze how an author uses figurative language and specific word choice to affect meaning in a text.

7.TA.3 Analyze a variety of fiction texts using textual evidence for support.

- a. Analyze how characters and the plot develop over the course of a text and help to develop the theme.
- b. Analyze 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 or the time period affects the telling of a story.

7.TA.4 Analyze a variety of nonfiction texts using textual evidence for support.

- a. Describe how a text's structure contributes to the purpose of the text.
- b. Identify the author's point of view and purpose and describe how it influences the meaning of the text.
- c. Describe how varying authors present information on similar topics.

Seventh Grade

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

7.TS.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.

7.TS.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

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

7.TS.4 Write using argumentative techniques to develop claims using supportive evidence and logical reasoning, incorporating counterclaims when applicable.

7.TS.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 (WC)

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

7.WC.1 Develop and strengthen writing by planning, revising, and editing to address specific purposes for the genre and audience.

7.WC.2 Produce writing that uses intentional word choice to match the writing purpose.

Language Usage (L)

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

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

- a. Utilize simple, compound, and complex sentences to add variety and interest.
- b. Recognize and correct inappropriate fragments and run-ons.
- c. Use varying forms of punctuation accurately.

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.

7.RP.1 Develop a research question based on a given topic, problem, or need.

7.RP.2 Locate, paraphrase, and quote relevant information from a variety of credible sources.

7.RP.3 Organize main concepts from provided and self-selected sources using multiple notetaking strategies.

7.RP.4 Evaluate information from credible sources considering multiple perspectives and identifying biases.

7.RP.5 Cite and reference sources, including in-text citations and a citation/bibliography page, using an approved standardized citation format, avoiding plagiarism.

Eighth Grade

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

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

8.PC.2 Present ideas using appropriate eye contact, body language, volume, and pronunciation in formal and informal presentations.

Collaboration (CO)

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

8.CO.1 Prepare for discussions by bringing relevant and specific connections to the topic or text.

8.CO.2 Actively engage in a range of discussions or simple debates, being focused, present, and using active listening skills, synthesizing and referencing others' ideas and/or connections to a text.

8.CO.3 Collaborate effectively with peers to accomplish a common goal or purpose.

READING

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

Comprehension (C)

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

Standard C.1 is a K-5 standard only.

8.C.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.

8.C.3 Determine a theme(s), central idea(s), or claim(s) and provide supporting textual evidence and justify reasoning.

8.C.4 Summarize both fiction and nonfiction texts remaining objective, including relevant details, and avoiding unnecessary information.

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

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

8.TA.1 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the whole and to the development of the ideas.

8.TA.2 Analyze how an author uses figurative language and specific word choice to affect meaning and tone in a text.

8.TA.3 Analyze a variety of fiction texts using textual evidence for support.

a. Analyze how characters and the plot develop over the course of a 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 text's overall meaning.

c. Analyze how multiple works or genres address the same topic.

d. Analyze how an author's background, environment, time period, or culture affects the telling of a story.

8.TA.4 Analyze a variety of nonfiction texts using textual evidence for support.

a. Analyze how a text's structure contributes to the purpose of the text and influences the reader's experience.

b. Analyze how an author's point of view influences the purpose of the text.

c. Analyze multiple texts comparing how the authors present information about a similar topic.

Eighth Grade

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

8.TS.1 Produce clear and coherent writing that is organized logically according to the task, purpose, and audience.

8.TS.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

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

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

8.TS.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 (WC)

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

8.WC.1 Develop and strengthen writing by planning, revising, editing, and reframing points to address specific purposes for the genre and audience.

8.WC.2 Produce writing that uses intentional word choice to match the writing purpose.

Language Usage (L)

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

8.L.1 Apply language knowledge for specific tasks, purposes, intentions, and audience, resolving usage issues as needed.

- a. Produce simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- b. Recognize and correct inappropriate fragments and run-ons.
- c. Use a comma to separate coordinate adjectives.
- d. Use varying forms of punctuation accurately.

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.

8.RP.1 Develop research questions based on self-generated topics, problems, or needs.

8.RP.2 Locate, paraphrase, and quote relevant information from a variety of credible sources for multiple purposes.

8.RP.3 Organize main concepts from a variety of sources using multiple notetaking strategies.

8.RP.4 Evaluate information from credible sources considering multiple perspectives and identifying biases.

8.RP.5 Cite, paraphrase, and reference sources, including in-text citations and a citation/bibliography page, using an approved standardized citation format, avoiding plagiarism.

Ninth and Tenth Grades

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

9-10.PC.1 Construct and deliver formal and informal presentations implementing multimedia components when appropriate for the audience and purpose.

9-10.PC.2 Implement appropriate verbal and nonverbal communication.

Collaboration (CO)

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

9-10.CO.1 Prepare for discussions by reading and researching ideas to be discussed.

9-10.CO.2 Engage actively in respectful discussions or debates by listening, synthesizing, and acknowledging varying perspectives, evaluating the speaker's logic or argument, and asking/responding to questions to propel discussion.

9-10.CO.3 Collaborate effectively by establishing rules, norms, processes, and roles to work towards a specific task or purpose while maintaining a productive climate.

READING

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

Comprehension (C)

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

Standard C.1 is a K-5 standard only.

9-10.C.2 Comprehend a variety of texts with varying levels of complexity, utilizing inferences as needed.

9-10.C.2 Determine theme(s), central idea(s), or claim(s) of a variety of texts as they develop over the course of the text and prove with textual evidence.

9-10.C.3 Summarize and paraphrase nonfiction and fiction texts objectively for specific tasks while including relevant information.

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

9-10.TA.1 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.

9-10.TA.2 Analyze the impact of specific style, syntax, and word choices (such as figurative language) on meaning and tone, including words with multiple meanings or language that create particular effects.

9-10.TA.3 Analyze the development and interaction of literary elements over various texts and how they impact meaning, using strong textual evidence to support the analysis.

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).

b. Analyze how the character or author's point of view is influenced by background, environment, or culture and how it affects the story's telling.

c. Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each.

9-10.TA.4 Analyze the development and interaction of informational and argumentative elements over the course of a text and how they impact purpose using textual evidence to support the analysis.

a. Analyze different types of technical writing for structure and purpose.

b. 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 choices about style, content, characterization, and presentation.

c. Analyze various accounts of a subject told in different media, including determining which details are emphasized in each account.

d. Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, or logical fallacies support or undermine the author's purpose(s).

Ninth and Tenth Grades

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

9-10.TS.1 Produce writing that attends to norms and conventions and in which ideas, concepts, and other information is fitting according to the task, purpose, and audience.

9-10.TS.2 Write using a clear organizational structure using introductions that may provide context, a fitting beginning, or orient the reader in a task-appropriate way, provide a task-appropriate ending to the work, and use varied transitions to link the major sections of the text.

9-10.TS.3 Write using informative/explanatory/technical techniques to support a thesis to examine and convey complex ideas, concepts, and information through synthesizing or utilizing supporting details, using different mediums as necessary.

9-10.TS.4 Write using arguments/persuasive techniques to support claims and counterclaims in an analysis of topics or texts utilizing and synthesizing supporting evidence (including textual and real-world) and logical and valid reasoning while using rhetorical techniques and avoiding fallacious reasoning.

9-10.TS.5 Write using narratives/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and well-structured event sequences.

Writing Process and Craft (WC)

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

9-10.WC.1 Develop and strengthen writing as needed and focus on addressing what is most significant for a specific purpose and audience.

- a. Planning: Utilizing various planning methods as needed for different writings.
- b. Drafting: Developing writing over time utilizing ideas from planning, research, and/or resources.
- c. Revising: Reviewing writing using resources and making changes to the overall structure or craft.
- d. Editing: Reviewing writing using tools and strategies to improve the overall craft.
- e. Presentation: Utilize proper format given the task and audience.

9-10.WC.2 Integrate appropriate figurative language and word choice to support a purpose.

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.

- a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- b. Use colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.
- c. Recognize and choose between active and passive voice based on context.
- d. Avoid misplaced modifiers and vague pronouns in writing.
- e. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent).
- f. Follow parallel structure in writing.
- g. Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.).
- h. Follow standard grammar conventions mastered in previous grades.

Ninth and Tenth Grades

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.RP.1 Develop pertinent research questions and narrow or broaden the inquiry when appropriate.

9-10.RP.2 Gather and interpret multiple primary and secondary relevant sources, synthesizing through summary, paraphrasing, and quotations for various purposes.

9-10.RP.3 Track and organize relevant information from within a variety of sources.

9-10.RP.4 Analyze and evaluate the credibility of a source based on bias, perspective, and purpose.

9-10.RP.5 Cite and reference sources, including in-text citations and a citation/bibliography page, using an approved standardized citation format, avoiding plagiarism.

Eleventh and Twelfth Grades

COMMUNICATION

Learners will organize and express ideas in a format appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

11-12.PC.1 Construct and deliver formal and informal presentations implementing multimedia components when appropriate for audience and purpose.

11-12.PC.2 Implement appropriate verbal and nonverbal communication.

Collaboration (CO)

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

11-12.CO.1 Prepare for discussions by reading and researching ideas to be discussed.

11-12.CO.2 Engage actively in respectful discussions or debates by listening, synthesizing, and acknowledging varying perspectives, evaluating the speaker's logic of the argument, assessing the presentation of ideas, and asking/responding to questions to propel discussion.

11-12.CO.3 Collaborate effectively by creating self-established rules, norms, processes, and roles to work towards a specific task or purpose while maintaining a productive climate.

READING

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

Comprehension (C)

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

Standard C.1 is a K-5 standard only.

11-12.C.2 Comprehend a variety of texts with varying levels of complexity, utilizing inferences as needed.

11-12.C.3 Determine theme(s), central idea(s), or claim(s) of a variety of texts as they develop over the course of the text, interact with one another and prove with textual evidence.

11-12.C.4 Summarize and paraphrase nonfiction and fiction texts objectively for specific tasks while including relevant information.

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

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.

11-12.TA.1 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.

11-12.TA.2 Analyze the cumulative impact of specific style, syntax, and word choices, such as figurative language, on meaning and tone, including words with multiple meanings or language that create certain effects.

11-12.TA.3 Analyze the development and interaction of literary elements over the course of a variety of texts and how they impact meaning, using strong and thorough textual evidence to support the analysis.

- a. Analyze how multiple complex characters, themes, 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).
- 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.
- c. Analyze and evaluate how two or more texts within or across time periods treat similar themes or topics.

Eleventh and Twelfth Grades

Text Analysis (TA)

Learners will analyze, interpret, and evaluate complex literary and informational texts in various genres and formats.

11-12.TA.4 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 different types of technical writing for structure and purpose.
- 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 choices about 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 in each account.
- Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, or logical fallacies support or undermine the author's purpose and affect the audience.

WRITING

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

11-12.TS.1 Produce writing that attends to norms and conventions and in which ideas, concepts, and other information are effective according to the task, purpose, real-world application, and audience.

11-12.TS.2 Write using a clear organizational structure using introductions that may provide context, an engaging beginning, or orient the reader in the work, conclusions that provide a task-appropriate and thoughtful ending to the work, and varied transitions to link the major sections of the text that build on one another and create a unified whole.

11-12.TS.3 Write using/implementing informative/explanatory/technical techniques to support a thesis, examine and convey complex ideas, concepts, and information through synthesizing or utilizing supporting details while following discipline-specific structures and using different mediums as necessary to provide context and clarity.

11-12.TS.4 Write using/implementing arguments/persuasive techniques to support claims and concessions and refuting counterclaims in an analysis of topics or texts utilizing and synthesizing supporting evidence (including textual and real world) and logical and valid reasoning while using rhetorical techniques and avoiding fallacious reasoning.

11-12.TS.5 Write using narratives/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and well-structured event sequences.

Writing Process and Craft (WC)

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

11-12.WC.1 Develop and strengthen writing as needed and focus on addressing what is most significant for a specific purpose and audience.

- Planning: Utilizing various planning methods as needed for different writings.
- Drafting: Developing writing over time utilizing ideas from planning, research, or resources.
- Revising: Reviewing writing using resources and making changes to the overall structure or craft.
- Editing: Reviewing writing using tools and strategies to improve the overall craft.
- Presentation: Utilize proper format given the task and audience.

11-12.WC.2 Integrate vocabulary and figurative language to support the purpose of the 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, 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 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

RESEARCH AND INQUIRY

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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.RP.1 Develop complex, pertinent research questions and narrow or broaden the inquiry when appropriate.

11-12.RP.2 Gather and interpret multiple primary and secondary relevant sources, synthesizing through summary, paraphrasing, and quotations for a variety of purposes.

11-12.RP.3 Independently track and organize relevant information from within a variety of sources.

11-12.RP.4 Analyze and evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.

11-12.RP.5 Cite and reference sources, including in-text citations and a citation/bibliography page, using an approved standardized citation format, avoiding plagiarism.

K-12 ELA Standards Progressions

NOTE: The new content or increased rigor in the standard content between grades is shown in blue type on the standards progression.

Foundations of Literacy

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

Print Concepts (P)

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

Standard P.1: Parts of Books

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

Standard P.1 is mastered in kindergarten.

Standard P.2: Reading Directionality

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

Standard P.2 is mastered in kindergarten.

Standard P.3: Print Concepts

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

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

Standard P.3 is mastered in first grade.

Standard P.4: Letter Formation

K.P.4 **Write** uppercase and lowercase letters accurately.

1.P.4 Write uppercase and lowercase letters accurately and **automatically.**

2.P.4 Continue practicing letter formation for the automaticity of skills.

Standard P.4 is mastered in second grade.

Phonological and Phonemic Awareness (PA)

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

Standard PA.1: Rhyming Words

K.PA.1 Recognize and produce rhyming words.

Standard PA.1 is mastered in kindergarten.

Standard PA.2: Segmenting Words

K.PA.2 Segment parts of spoken words.

Segment **multisyllabic** spoken words by **syllables.**

Segment **one-syllable** spoken words into **two-phonemes and three-phonemes.**

1.PA.2 Segment one-syllable spoken words into **four or more phonemes.**

Standard PA.2 is mastered in first grade.

Standard PA.3: Blending Syllables and Phonemes

K.PA.3 Blend parts of spoken words.

Blend two or more **syllables** into a spoken word.

Blend two or three **phonemes** into a one-syllable spoken word.

1.PA.3 Blend **four or more phonemes** to produce a spoken word or syllable.

Standard PA.3 is mastered in first grade.

Standard PA.3: Isolating and Manipulating Phonemes

K.PA.4 Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.

1.PA.4 Manipulate parts of spoken words.

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

Standard PA.4 is mastered in first grade.

Phonics and Word Study (PW)

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

Standard PW.1: Decoding Words

K.PW.1 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.PW.1 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. closed and open syllables
- e. silent e in single syllable words
- f. vowel teams
- g. r-controlled
- h. prefixes and suffixes (two-syllable words)
- i. functions of y contractions
- j. irregularly spelled high-frequency words

2.PW.1 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.PW.1 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 (PW)

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

Standard PW.1: Decoding Words

4.PW.1 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.PW.1 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 PW.2: Encoding Words (Spelling)

K.PW.2 Encode words with phoneme-grapheme correspondences:

- a. predictable consonants
- b. predictable short vowels
- c. long vowels with single letters in open one-syllable words
- d. irregularly spelled high-frequency words

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

1.PW.2 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.PW.2 Encode words with phoneme-grapheme correspondences:

- a. closed and open syllables
- b. vowel teams
- c. r-controlled
- d. prefixes and suffixes
- e. functions of y contractions
- f. irregularly spelled high-frequency words

Standard PW.2: Encoding Words (Spelling)

3.PW.2 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.PW.2 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.PW.2 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 PW.3: Determining Meanings of Words (Vocabulary)

K.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words

1.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words.

2.PW.3 Determine or clarify the meaning of unknown and multiple-meaning words with taught phonics patterned words (e.g., synonyms, antonyms, homophones, and homographs).

3.PW.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies with variable text (e.g., synonyms, antonyms, homophones, and homographs).

4.PW.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies with variable text (e.g., synonyms, antonyms, homophones, and homographs).

5.PW.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies with variable text (e.g., synonyms, antonyms, homophones, and homographs).

Standard PW.3: Determining Meanings of Words (Vocabulary)

6.C.5 Determine the meaning of words and phrases as they contribute to the text, including **figurative and denotative meanings**. (NOTE: Found in the Reading Standards)

7.C.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, **and connotative meanings**. (NOTE: Found in the Reading Standards)

8.C.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings. (NOTE: Found in the Reading Standards)

9-10.C.5 Determine the meaning of words and phrases as they are used in the text, including **ambiguities**, figurative, and connotative meanings. (NOTE: Found in the Reading Standards)

11-12.C.5 Determine the meaning of words and phrases as they are used in the text, including figurative, ambiguities, and connotative meanings. (NOTE: Found in the Reading Standards)

Standard PW.4: Academic Vocabulary

K.PW.4 Orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.

1.PW.4 Utilize new academic, content-specific, grade-level vocabulary, **make connections to previously learned words**, and relate new words to background knowledge.

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

2.PW.4 Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge

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

3.PW.4 Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.

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

4.PW.4 **Accurately interpret** general and domain-specific words and **phrases**.

5.PW.4 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and **multiple-meaning words and phrases** in the text, choosing flexibly from a range of strategies.

Fluency (F)

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

Standard F.1: Oral Reading Fluency

K.F.1 Accurately and automatically

- a. **recognize and name all uppercase and lowercase letters** of the alphabet in non-sequential order.
- b. **produce the predictable consonant and short vowel sounds** associated with uppercase and lowercase letters in non-sequential order.
- c. **Blend sounds at the word level**.

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

1.F.1 **Read** accurately and automatically

- a. at the **word level**
- b. at the **sentence level**
- c. a variety of **first-grade texts** with **expression, phrasing, purpose, and understanding**.

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

2.F.1 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.

Standard F.1: Oral Reading Fluency

3.F.1 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.

4.F.1 Read accurately and automatically a variety of **fourth-grade** texts with expression, phrasing, purpose, and understanding.

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

5.F.1 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.

Communication

Learners will organize and express ideas in a form appropriate for the audience and purpose including collaborating, applying active listening skills, and presenting the information.

Presentational Communication (PC)

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

Standard PC.1: Presentations

K.PC.1 Orally describe personal interests or tell stories to a targeted audience (e.g., peers and adults).

1.PC.1 Orally describe people, places, things, and events with relevant details expressing their ideas to a targeted audience (e.g., peers and adults).

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

4.PC.1 Present formally and informally in a group and individually, organizing information and determining content for the targeted audience in coherent sentences.

5.PC.1 Present formally and informally in a group and individually, organizing information and determining content for the targeted audience in coherent sentences.

6.PC.1 Develop and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.

7.PC.1 Develop and deliver formal and informal presentations considering the provided audience and purpose including multimedia components when appropriate.

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

9-10.PC.1 Construct and deliver formal and informal presentations implementing multimedia components when appropriate for audience and purpose.

11-12.PC.1 Construct and deliver formal and informal presentations implementing multimedia components when appropriate for audience and purpose.

Standard PC.2: Giving Oral Presentations

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

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

2.PC.2 Speak audibly in complete sentences when appropriate to the task and situation to provide requested details or clarifications.

3.PC.2 Speak in complete sentences using appropriate eye contact and volume to express thoughts, feelings, and ideas.

4.PC.2 Present ideas using appropriate eye contact, body language, and volume in formal and informal situations.

5.PC.2 Present ideas using appropriate eye contact, body language, and volume in formal and informal situations.

6.PC.2 Present ideas using appropriate eye contact, body language, volume, and pronunciation in formal and informal presentations.

7.PC.2 Present ideas using appropriate eye contact, body language, volume, and pronunciation in formal and informal presentations.

8.PC.2 Present ideas using appropriate eye contact, body language, volume, and pronunciation in formal and informal presentations.

9-10.PC.2 Implement appropriate verbal and nonverbal communication.

11-12.PC.2 Implement appropriate verbal and nonverbal communication.

Standard PC.3: Use of Listening Vocabulary

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

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

Standard PC.3 is a K-2 standard only.

Standard PC.4: Academic Vocabulary Acquired Through Listening

K.PC.4 Use grade-appropriate conversational, general academic and domain-specific words and phrases acquired through listening.

1.PC.4 Use grade-appropriate conversational, general academic and domain-specific words and phrases acquired through listening.

2.PC.4 Use grade-appropriate conversational, general academic and domain-specific words and phrases acquired through listening.

3.PC.4 Use grade-appropriate conversational, general academic and domain-specific words and phrases acquired through listening.

4.PC.4 Use grade-appropriate conversational, general academic and domain-specific words and phrases acquired through listening.

5.PC.4 Use grade-appropriate conversational, general academic and domain-specific words and phrases acquired through listening.

Standard PC.4 is a K-5 standard only.

Collaboration (CO)

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

Standard CO.1: Preparation for Discussions

Standard begins in sixth grade.

6.CO.1 Prepare for discussions by bringing relevant connections to the topic or text.

7.CO.1 Prepare for discussions by bringing relevant and specific connections to the topic or text.

8.CO.1 Prepare for discussions by bringing relevant and specific connections to the topic or text.

9-10.CO.1 Prepare for discussions by reading and researching ideas to be discussed.

11-12.CO.1 Prepare for discussions by reading and researching ideas to be discussed.

Standard CO.2: Collaborative Group Discussion

K.CO.2 Participate in collaborative conversations by listening to others and taking turns speaking.

1.CO.2 Participate in collaborative conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.

2.CO.2 Participate in collaborative conversations by linking comments to the remarks of others and asking questions.

3.CO.2 Engage in collaborative conversations by using active listening skills and asking and answering questions.

4.CO.2 Engage in a range of collaborative discussions by using active listening skills, posing and responding to specific questions.

5.CO.2 Engage in a range of collaborative discussions by using active listening skills, posing and responding to specific questions to clarify information.

6.CO.2 Engage actively in a range of discussions and/or simple debates, being focused, present, and using active listening skills.

Standard CO.2: Collaborative Group Discussion

7.CO.2 Engage actively in a range of discussions and/or simple debates being focused, present, using active listening skills, and **referencing others' ideas and/or connections to a text**.

8.CO.2 Engage actively in a range of discussions and/or simple debates being focused, present, using active listening skills, **synthesizing**, and referencing others' ideas and/or connections to a text.

9-10.CO.2 Engage actively in respectful discussions and/or **debates** by listening, synthesizing, and **acknowledging varying perspectives, evaluating the speaker's logic or argument**, and asking/responding to questions to propel discussion.

11-12.CO.2 Engage actively in respectful discussions and/or debates by listening, synthesizing, and acknowledging varying perspectives, evaluating the speaker's logic of the argument, assessing the **presentation of ideas**, and asking/responding to questions to propel discussion.

Standard CO.3: Group Collaboration

K.CO.3 Work collaboratively by **following agreed-upon rules** and **simple one- and two-step oral directions**.

1.CO.3 Work collaboratively by following agreed-upon rules and simple **two- and three-step oral directions** and **offering one- and two-step oral directions**.

2.CO.3 Work collaboratively by following agreed-upon rules and following/offering **multi-step oral directions**.

3.CO.3 Engage collaboratively by following agreed-upon rules.

4.CO.3 Engage collaboratively to **accomplish a common goal or purpose**.

5.CO.3 Engage collaboratively to accomplish a common goal or purpose.

6.CO.3 Collaborate effectively with peers to accomplish a common goal or purpose.

7.CO.3 Collaborate effectively with peers to accomplish a common goal or purpose.

8.CO.3 Collaborate effectively with peers to accomplish a common goal or purpose.

9-10.CO.3 Collaborate effectively by **establishing rules, norms, processes, and roles** to work towards a specific task or purpose while **maintaining a productive climate**.

11-12.CO.3 Collaborate effectively by **creating self-established** rules, norms, processes, and roles to work towards a specific task or purpose while maintaining a productive climate.

READING

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

Comprehension (C)

Learners will read to understand a variety of complex literary and informational texts.

Standard C.1: Listening Comprehension

Standard C.1 is a K-5 standard only.

Standard K.C.1 is met in K.C.2-5.

Standard 1.C.1 is met in 1.C.2-5.

2.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

3.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

4.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

5.C.1 Comprehend information presented orally or through media using grade-level reading comprehension standards.

Standard C.2: Text Comprehension/Inferences

K.C.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.

1.C.2 Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text *listening* experiences to compare, contrast, predict, or infer.

2.C.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.

3.C.2 Ask and answer questions about key details before, during, and after *reading* a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, or infer.

4.C.2 Make inferences while reading a variety of genres, literary, and informational texts, providing text evidence.

5.C.2 Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.

6.C.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.

7.C.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.

8.C.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.

9-10.C.2 Comprehend a variety of texts with varying levels of complexity, utilizing inferences as needed.

11-12.C.2 Comprehend a variety of texts with varying levels of complexity, utilizing inferences as needed.

Standard C.3: Theme/Central Idea

Standard C.3 begins in fourth grade.

4.C.3 Identify a theme based on textual evidence.

5.C.3 Determine a theme or claim based on textual evidence.

6.C.3 Determine a theme(s), central idea(s), or claim(s) and provide supporting textual evidence.

7.C.3 Determine a theme(s), central idea(s), or claim(s) and provide supporting textual evidence and reasoning.

8.C.3 Determine a theme(s), central idea(s), or claim(s) and provide relevant textual evidence and supportive reasoning.

Standard C.3: Theme/Central Idea
9-10.C.3 Determine theme(s), central idea(s), or claim(s) of a variety of texts as they develop over the course of the text and prove with textual evidence.
11-12.C.3 Determine theme(s), central idea(s), or claim(s) of a variety of texts as they develop over the course of the text, interact with one another , and prove with textual evidence.

Standard C.4a Main Idea and Summarizing Informational Text
K.C.4a Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text <i>listening</i> experiences.
1.C.4a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text <i>listening</i> experiences.
2.C.4a Identify the main idea with some supporting details during or after <i>reading</i> an informational text or passage.
3.C.4a Determine the main idea(s) with supporting details during and after <i>reading</i> an informational text or passage.
4.C.4a Summarize an informational text or passage stating the main idea(s) and providing supporting details.
5.C.4a Summarize an informational text or passage stating the main idea(s) and providing supporting details.
6.C.4 Summarize both fiction and nonfiction texts remaining objective and including relevant details.
7.C.4 Summarize both fiction and nonfiction texts remaining objective, including relevant details, and avoiding unnecessary information.
8.C.4 Summarize both fiction and nonfiction texts remaining objective, including relevant details, and avoiding unnecessary information.
9-10.C.4 Summarize and paraphrase nonfiction and fiction texts objectively for specific tasks while including relevant information.
11-12.C.4 Summarize and paraphrase nonfiction and fiction tests objectively for specific tasks while including relevant information.

Standard C.4b: Summarize Literary Text
K.C.4b Tell about characters and setting in a literary text during or after a shared reading or other text <i>listening</i> experience.
1.C.4b Identify characters, setting, and plot in a literary text during or after a shared reading or other text <i>listening</i> experience.
2.C.4b Retell the plot to include the beginning, middle, and end of a literary text after <i>reading</i> .
3.C.4b Retell the story by including major story elements after <i>reading</i> a literary text or passage.
4.C.4b Summarize the story by including major story elements after reading a literary text or passage.
5.C.4b Summarize the story by including major story elements after reading a literary text.
6.C.4 Summarize both fiction and nonfiction texts remaining objective and including relevant details.
7.C.4 Summarize both fiction and nonfiction texts remaining objective, including relevant details, and avoiding unnecessary information.
8.C.4 Summarize both fiction and nonfiction texts remaining objective, including relevant details, and avoiding unnecessary information.
9-10.C.4 Summarize and paraphrase nonfiction and fiction texts objectively for specific tasks while including relevant information.
11-12.C.4 Summarize and paraphrase nonfiction and fiction tests objectively for specific tasks while including relevant information.

Standard C.5 Using Text to Determine Word Meaning
K.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through read alouds or other text experiences.
1.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through read alouds and other text experiences.
2.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through a variety of text experiences.
3.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through a variety of text experiences choosing from an array of strategies .
4.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through a variety of text experiences choosing flexibly from an array of strategies .
5.C.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases through a variety of text experiences choosing from an array of strategies .
6.C.5 Determine the meaning of words and phrases as they are used in the text, including figurative and denotative meanings .
7.C.5 Determine the meaning and purpose of words and phrases as they contribute to the text , including figurative, denotative, and connotative meanings.
8.C.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.
9-10.C.5 Determine the meaning of words and phrases as they are used in the text, including figurative, ambiguous , and connotative meanings.
11-12.C.5 Determine the meaning of words and phrases as they are used in the text, including figurative, ambiguous, and connotative meanings.

Text Analysis (TA) <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</i>
Standard TA.1 Text Features
K.TA.1 Identify photographs, illustrations, and labels during or after a shared reading or other <i>text-listening</i> experience.
1.TA.1 Recognize basic text features (table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other <i>text-listening</i> experience.
2.TA.1 Identify new text features (timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.
3.TA.1 Use new text features (glossary, index, sidebars) and previously learned text features (timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.
4.TA.1 Determine the structure of an informational text: <ul style="list-style-type: none"> • compare/contrast • cause/effect • problem/solution • description • sequential
5.TA.1 Describe the structure of informational texts: <ul style="list-style-type: none"> • compare/contrast • cause/effect • problem/solution • description • sequential

Standard TA.1 Text Features

6.TA.1 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of the ideas.

7.TA.1 Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and to the development of the ideas.

8.TA.1 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of the ideas.

9-10.TA.1 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.TA.1 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 TA.2 Literary Devices

Standard TA.2 begins in third grade.

3.TA.2 Find examples of literary devices:

- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

4.TA.2 Find and use textual evidence of literary devices:

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

5.TA.2 Determine how literary devices contribute to the meaning of a text:

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

6.TA.2 Describe how an author uses figurative language and specific word choice to affect meaning in a text.

7.TA.2 Analyze how an author uses figurative language and specific word choice to affect meaning in a text.

8.TA.2 Analyze how an author uses figurative language and specific word choice to affect meaning and tone in a text.

9-10.TA.2 Analyze the impact of specific style, syntax, and word choices, such as figurative language, on meaning and tone, including words with multiple meanings or language that create particular effects.

11-12.TA.2 Analyze the cumulative impact of specific style, syntax, and word choices, such as figurative language, on meaning and tone, including words with multiple meanings or language that creates particular effects.

Standard TA.3 Analysis and Comparison of Literary Texts

K.TA.3 Explore 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 other text *listening* experience.

1.TA.3 Explore a variety of fiction texts.

- Identify characters' feelings or traits** 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 stories during or after a shared reading or other text *listening* experience.

2.TA.3 Explore 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 different cultures after *listening* to a story or poem.

3.TA.3 Analyze a variety of fiction and poetry texts.

- Describe characters' feelings, traits, **motivations, and actions** after *reading* a story.
- Compare and contrast the **elements of stories and poems** (e.g., characters, setting, plot, stanza, verse).

4.TA.3 Analyze a variety of fiction and poetry texts.

- Describe characters' feelings, traits, motivations, actions, and **points of view** after reading a story.
- 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.TA.3 Analyze a variety of fiction and poetry texts.

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

6.TA.3 **Analyze a variety of fiction texts** using textual evidence to support

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

7.TA.3 Analyze a variety of fiction texts using textual evidence to support them.

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

8.TA.3 Analyze a variety of fiction texts using textual evidence for support.

- 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)**.
- Analyze how a **story's point of view affects the overall meaning of the text**.
- Analyze how multiple works or genres address the same topic.
- Analyze how an author's background, **environment**, time period, **and/or culture** affects the telling of a story.

Standard TA.3 Analysis and Comparison of Literary Texts

9-10.TA.3 Analyze the development and interaction of literary elements over the course of a variety of texts and how they impact meaning, using strong textual evidence to support the analysis.

- a. 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).
- b. 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.
- c. Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each.

11-12.TA.3 Analyze the development and interaction of literary elements over the course of a variety of texts and how they impact meaning, using strong and thorough textual evidence to support the analysis.

- a. 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).
- 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.
- c. Analyze and evaluate how two or more texts within and/or across time periods treat similar themes or topics.

Standard TA.4 Synthesis and Analysis of Informational Text

Standard TA.4 begins in third grade.

3.TA.4 Determine the most important points and key details presented in two nonfiction texts on the same topic.

4.TA.4 Integrate information from two texts on the same topic.

5.TA.4 Integrate information from several texts or media on the same informational topics.

6.TA.4 Analyze a variety of nonfiction texts using textual evidence for support.

- a. Describe how a text's structure contributes to the purpose of the text.
- b. Identify the author's point of view and describe how it influences the meaning of the text.
- c. Describe how varying authors present information on similar topics.

7.TA.4 Analyze a variety of nonfiction texts using textual evidence for support.

- a. Analyze how a text's structure contributes to the purpose of the text.
- b. Identify how the author's point of view and purpose and analyze how it influences the meaning of the text.
- c. Analyze how varying authors present information on similar topics.

8.TA.4 Analyze a variety of nonfiction texts using textual evidence for support.

- a. Analyze how a text's structure contributes to the purpose of the text and influences the reader's experience.
- b. Analyze how an author's point of view influences the purpose of the text.
- c. Analyze multiple texts comparing how the authors present information about a similar topic.

9-10.TA.4 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.

- a. Analyze different types of technical writing for structure and purpose.
- b. 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 choices about style, content, characterization, and presentation.
- c. Analyze various accounts of a subject told in different media, including determining which details are emphasized in each account.
- d. Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or logical fallacies support or undermine the author's purpose(s).

Standard TA.4 Synthesis and Analysis of Informational Text

11-12.TA.4 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.

- a. Analyze different types of technical writing for structure and purpose.
- b. 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 choices about style, content, characterization, and presentation **support the author's purpose**.
- c. Analyze and **evaluate** various accounts of a subject told in different media, including determining which details are emphasized in each account.
- d. 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

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

Text Types and Structure (TS)

Learners will choose the most effective format and compose writing for their purpose and audience.

Standard TS.1 Development and Organization of Writing

K.TS.1 Produce writing through **shared and interactive experiences**, in which the development and organization are **appropriate to the task, purpose, or audience**.

1.TS.1 Produce writing through shared and interactive experiences, in which the development and organization are appropriate to the task, purpose, or audience.

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

3.TS.1 Produce writing that is **organized** appropriately to task, purpose, or audience.

4.TS.1 Produce **clear** writing in which the **development and organization** are appropriate to the task, purpose, or audience.

5.TS.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.

6.TS.1 Produce clear writing that is **organized according to the task, purpose, and audience**.

7.TS.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.

8.TS.1 Produce clear and coherent writing that **is organized logically** according to the task, purpose, and audience.

9-10.TS.1 Produce writing that **attends to norms and conventions** and in which **ideas, concepts, and other information** is **fitting** according to **task, purpose, and audience**.

11-12.TS.1 Produce writing that attends to norms and conventions and in which ideas, concepts, and other information are **effective** according to task, purpose, **real-world application**, and audience.

Standard TS.2 Organizational Structure

K.TS.2 Produce **coherent sentences on the same topic** through shared and interactive writing.

1.TS.2 Produce coherent sentences on the same topic.

2.TS.2 Produce an **organized paragraph**. (Example structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

3.TS.2 Produce an organized **paragraph that includes a topic sentence, supporting sentences, and a concluding sentence**. (Example structures for organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).

4.TS.2 Produce 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, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).

5.TS.2 Produce **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, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).

6.TS.2 Write using a **clear organizational structure** that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

7.TS.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

8.TS.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.

9-10.TS.2 Write using a clear organizational structure using **introductions** that may **provide context**, a **fitting beginning**, or **orient the reader** in a task-appropriate way, provide a **task-appropriate ending** to the work, and use **varied transitions** to **link the major sections** of text.

11-12.TS.2 Write using a clear organizational structure using introductions that may provide context, an **engaging** beginning, or orient the reader in a task-appropriate way, provide a **thoughtful** ending to the work, and use varied transitions to link the major sections of the text that **build on one another** and **create a unified whole**.

Standard TS.3 Informative/Explanatory/Technical Writing Technique

K.TS.3 Write informative pieces.

- a. Draw a picture about the topic.
- b. Write a sentence about the topic.

1.TS.3 Write informative pieces.

- a. Introduce a topic.
- b. Supply a detail about the topic.
- c. Provide a sense of closure.

2.TS.3 Write informative pieces.

- a. Introduce the topic.
- b. Supply details about the topic.
- c. Provide a concluding statement.

3.TS.3 Write informative pieces.

- a. Introduce the topic.
- b. Use an organization structure that supports the topic with details about the topic.
- c. Use sentence structures and transition words to connect details.
- d. Provide a concluding statement.

4.TS.3 Write informative pieces.

- a. Introduce the topic.
- b. Use an organization structure that connects details to the topic.
- c. Use various sentence structures, content vocabulary, and transitional phrases to connect details to the topic.
- d. Provide a concluding section.

5.TS.3 Write informative pieces.

- a. Introduce and develop a topic.
- b. Use an organizational structure to synthesize evidence.
- c. Use transitional words, phrases, and varied sentence structures.
- d. Provide a concluding section.

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

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

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

9-10.TS.3 Write using informative/explanatory/technical techniques to support a thesis to examine and convey complex ideas, concepts, and information through synthesizing or utilizing supporting details, using different mediums as necessary.

11-12.TS.3 Write using informative/explanatory/technical techniques to support a thesis to examine and convey complex ideas, concepts, and information through synthesizing or utilizing supporting details while following discipline-specific structures, using different mediums as necessary to provide context and clarity.

Standard TS.4 Opinion/Argumentative/Persuasive Techniques

K.TS.4 Write opinion pieces.

- a. Draw a picture about the topic.
- b. Write a sentence about the topic.

1.TS.4 Write opinion pieces.

- a. Introduce a topic with an opinion.
- b. Provide a reason for the opinion.
- c. Provide a sense of closure.

2.TS.4 Write opinion pieces.

- a. Introduce the topic with an opinion.
- b. Provide reasons that support the opinion.
- c. Use conjunctions to connect reasons and opinion.
- d. Provide a concluding statement.

3.TS.4 Write argumentative pieces.

- a. Introduce the topic with a claim.
- b. Use an organization structure that provides evidence to support the claim.
- c. Use sentence structures and transition words.
- d. Provide a concluding statement.

4.TS.4 Write argumentative pieces.

- a. Introduce the topic with a claim.
- b. Use an organization structure that provides evidence to support the claim.
- c. Use various sentence structures and transitional phrases.
- d. Provide a concluding section.

5.TS.4 Write argumentative pieces.

- a. Introduce the topic with a claim.
- b. Use an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c. Use transitional words, phrases, and varied sentence structures.
- d. Provide a concluding section related to the claim presented.

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

7.TS.4 Write using argumentative techniques to develop claims using supporting evidence and logical reasoning incorporating counterclaims when applicable.

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

9-10.TS.4 Write using arguments/persuasive techniques to support claims and counterclaims in an analysis of topics or texts utilizing and synthesizing supporting evidence (including textual and real-world) and logical and valid reasoning while using rhetorical techniques and avoiding fallacious reasoning.

11-12.TS.4 Write using/implementing arguments/persuasive techniques to support claims and concession and refute counterclaims in an analysis of topics or texts utilizing and synthesizing supporting evidence (including textual and real-world) and logical and valid reasoning while avoiding fallacious reasoning.

Standard TS.5 Narrative/Creative Writing Techniques

K.TS.5 Write narrative pieces.

- a. Draw a picture to help describe an event.
- b. Write a sentence about an event.

1.TS.5 Write narrative pieces.

- a. Recount an event in sequence with a beginning, middle, and end.
- b. Include details regarding what happened.

2.TS.5 Write narrative pieces.

- a. Introduce a character, setting, and/or an event.
- b. Recount a well-elaborated event in sequence.
- c. Include details to describe actions, thoughts, and feelings.
- d. Provide a sense of closure.

3.TS.5 Write narrative pieces to develop real or imagined experiences or events.

- a. Orient the reader at the beginning of the piece.
- b. Organize an event sequence that unfolds naturally.
- c. Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- d. Provide a sense of closure.

4.TS.5 Write narratives to develop real or imagined experiences.

- a. Orient the reader at the beginning of the piece.
- b. Organize an event sequence that unfolds naturally.
- c. Use dialogue or description to develop experiences and events or show the response of characters to situations.
- d. Use concrete words, phrases, and sensory details to precisely convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

5.TS.5 Write narratives to develop real or imagined experiences or events.

- a. Orient the reader at the beginning of the piece.
- b. Organize an event sequence that unfolds naturally.
- c. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- d. Use concrete words, phrases, and sensory details to precisely convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

9-10.TS.5 Write using narrative/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and well-structured event sequences.

11-12.TS.5 Write using narrative/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and well-structured event sequences.

Writing Process and Craft (WC)

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

Standard WC.1 Writing Process

K.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the pre-writing process. (See standard K.P.4)
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard K.PW.2), sentence writing (see standard K.L.1), and grammar standards (see standard K.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

1.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the pre-writing process (see standard 1.P.4).
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 1.PW.2), sentence writing (see standard 1.L.1), and grammar standards (see standard 1.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

2.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., orally rehearse, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the pre-writing process (see standard 2.P.4).
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information.
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 2.PW.2), sentence writing (see standard 2.L.1), and grammar standards (see standard 2.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

3.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the pre-writing process.
- c. Revising: Improve writing by adding more details or deleting unnecessary wording or information (see standard 3.WC.2).
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 3.PW.2), sentence writing (see standard 3.L.1), and grammar standards (see standard 3.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

4.WC.1 Develop and strengthen writing by:

- a. Prewriting: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- b. Drafting: Develop writing from the pre-writing process.
- c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, and **elaborating or combining sentences** (see standard 4.WC.2).
- d. Editing: Improve writing by using appropriate grade-level spelling (see standard 4.PW.2), sentence writing (see standard 4.L.1), and grammar standards (see standard 4.L.2).
- e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

Standard WC.1 Writing Process

5.WC.1 Develop and strengthen writing by:

- Prewriting: Generate ideas and plan (e.g., orally rehearse, mentally reflect, graphic organizer, peer feedback).
- Drafting: Develop writing from the pre-writing process.
- 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 standard 5.WC.2).
- Editing: Improve writing by using appropriate grade-level spelling (see standard 5.PW.2), sentence writing (see standard 5.L.1), and grammar standards (see standard 5.L.2).
- Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

*Utilize the five steps appropriate to the task, purpose, and audience.

6.WC.1 Develop and strengthen writing by planning, revising, and editing to provide clarity to the audience.

7.WC.1 Develop and strengthen writing by planning, revising, and editing to **address specific purposes** for the genre and audience.

8.WC.1 Develop and strengthen writing by planning, revising, editing, and **reframing points** to address specific purposes for the genre and audience.

9-10.WC.1 Develop and strengthen writing as needed and focus on addressing what is most significant for a specific purpose and audience.

- Planning - Utilizing various planning methods as needed for different writings.
- Drafting - Developing writing over time utilizing ideas from planning and research or resources.
- Revising - Reviewing writing using resources and making changes to the overall structure or craft.
- Editing - Reviewing writing using tools and strategies to improve the overall craft.
- Presentation - Utilizing proper format given the task and audience.

11-12.WC.1 Develop and strengthen writing as needed and focus on addressing what is most significant for a specific purpose and audience.

- Planning - Utilizing various planning methods as needed for different writings.
- Drafting - Developing writing over time utilizing ideas from planning and research or resources.
- Revising - Reviewing writing using resources and making changes to the overall structure or craft.
- Editing - Reviewing writing using tools and strategies to improve the overall craft.
- Presentation - Utilizing proper format given the task and audience.

Standard WC.2 Word Choice/Voice

K.WC.2 Produce shared and interactive writing with emotion or personality expressed through word choice.

1.WC.2 Produce writing with emotion or personality expressed through word choice.

2.WC.2 Produce writing with **intentional word choice** that integrates emotion or **descriptive language**.

3.WC.2 Produce writing with intentional word choice that integrates emotion and descriptive language to **develop visual imagery** for the reader.

4.WC.2 Produce writing with intentional word choice that integrates emotion or **figurative language** to develop visual imagery for the reader.

5.WC.2 Produce writing with intentional word choice that integrates emotion or figurative language to **create a mood** for the reader.

6.WC.2 Produce writing that uses intentional word choice to **match the writing purpose**.

7.WC.2 Produce writing that uses intentional word choice to match the writing purpose.

8.WC.2 Produce writing that uses intentional word choice to match the writing purpose.

9-10.WC.2 **Integrate vocabulary** and figurative language to support the purpose of writing.

11-12.WC.2 Integrate vocabulary and figurative language to support the purpose of writing.

<p>Language Usage (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i></p>
<p>Standard L.1 Language Mechanics (K-5)/Language Mechanics and Grammar (6-12)</p>
<p>K.L.1 Compose a simple sentence.</p> <ul style="list-style-type: none"> a. Begin with a capital letter and capitalize the pronoun I. b. Conclude with a punctuation mark.
<p>1.L.1 Compose simple sentences.</p> <ul style="list-style-type: none"> a. Begin with a capital letter and have proper names, months, and days of the week capitalized. b. Conclude with a period, question mark, or exclamation mark.
<p>2.L.1 Compose simple and compound sentences:</p> <ul style="list-style-type: none"> a. Begin with a capital letter and have proper names, holidays, months, and days of the week capitalized b. Conclude with appropriate punctuation, including the period, question mark, or exclamation mark
<p>3.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <ul style="list-style-type: none"> a. Begin with a capital letter, and have titles of respect, words in titles, and geographical names capitalized. b. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. c. Use commas before a coordinating conjunction to separate individual words in a series.
<p>4.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <ul style="list-style-type: none"> a. Capitalize proper nouns and adjectives and the first letter of a quotation. b. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. c. Use commas to separate individual words in a series and to indicate dialogue. d. Use quotation marks to indicate dialogue.
<p>5.L.1 Compose simple, compound, and complex sentences.</p> <ul style="list-style-type: none"> a. Use independent and dependent clauses b. Use commas to separate independent and dependent clauses in a complex sentence c. Use quotation marks to indicate dialogue, quoted material, and titles of works d. Use capitalization and punctuation mechanics mastered in previous grades
<p>6.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</p> <ul style="list-style-type: none"> a. Utilize simple, compound, and complex sentences. b. Recognize and correct inappropriate fragments and run-ons. c. Use varying forms of punctuation accurately.
<p>7.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</p> <ul style="list-style-type: none"> a. Utilize simple, compound, and complex sentences to add variety and interest. b. Recognize and correct inappropriate fragments and run-ons. c. Use varying forms of punctuation accurately.
<p>8.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed.</p> <ul style="list-style-type: none"> a. Produce simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. b. Recognize and correct inappropriate fragments and run-ons. c. Use a comma to separate coordinate adjectives. d. Use varying forms of punctuation accurately.

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

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

- a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- b. Use colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing.
- c. Recognize and choose between active and passive voice based on context.
- d. Avoid misplaced modifiers and vague pronouns in writing.
- e. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent).
- f. Follow parallel structure in writing.
- g. Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.)
- h. Follow standard grammar conventions mastered in previous grades.

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

- a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest.
- b. Use dashes, brackets, ellipsis, and other punctuation for advanced types and purposes of writing.
- c. 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:

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

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

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

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

Standard L.2 Grammar (K-5)

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. (Verb tense, relative pronouns, proper pronoun case, fragment and run-ons, adverbs, relative pronouns, capitalization, underlining, quotation marks, commas, possessives, clauses, and phrases)

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

Research and Inquiry

Learners will develop, propose, and justify plausible conclusions or solutions through credible research and inquiry of complex problems or topics.

Research Process (RP)

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 RP.1 begins in third grade.

3.RP.1 Choose a **topic** of interest to research.

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

5.RP.1 Choose a topic of interest and **generate a focus question** for research.

6.RP.1 Create a research question based on a given topic, problem, or need.

7.RP.1 Create a research question based on a given topic, problem, or need.

8.RP.1 Create research questions based on **self-generated** topics, problems, or needs.

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

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

Standard RP.2 Locate and Select Information

Standard RP.2 begins in second grade.

2.RP.2 In a shared or interactive experience, **locate important information** on a topic in a provided source.

3.RP.2 Locate relevant information on a topic from a provided credible source.

4.RP.2 Locate relevant information on a topic from a provided credible source.

5.RP.2 Locate relevant information from a given/provided **pair** of credible sources.

6.RP.2 Locate and **paraphrase** relevant information from a provided **set** of credible sources.

7.RP.2 Locate, paraphrase, and **quote** relevant information from a **variety** of credible sources.

8.RP.2 Locate, paraphrase, and quote relevant information from a variety of credible sources for **multiple purposes**.

9-10.RP.2 **Gather and interpret relevant sources, both primary and secondary**, for a variety of purposes.

11-12.RP.2 Gather and interpret relevant sources, both primary and secondary, for a variety of purposes.

Standard RP.3 Organize Research Results

Standard RP.3 begins in second grade.

2.RP.3 In a shared or interactive experience, **use graphic organizers to track information** from a provided pair of sources relevant to a topic.

3.RP.3 Use graphic organizers to track information from a provided credible source relevant to a topic.

4.RP.3 Use graphic organizers and a **notetaking strategy** (e.g., outline, bullet points, highlighting) to track relevant information from a given/provided credible source on a topic.

5.RP.3 Use graphic organizers and notetaking strategies (e.g., outline, bullet points, highlighting, annotations) to track relevant information from a given/provided **pair** of credible sources on a topic.

Standard RP.3 Organize Research Results

6.RP.3 **Organize main concepts** from provided sources **using multiple notetaking strategies**.

7.RP.3 Organize main concepts **from provided and self-selected sources** using multiple notetaking strategies.

8.RP.3 Organize main concepts from a **variety of sources** using multiple notetaking strategies.

9-10.RP.3 **Track and organize relevant information** from within a variety of sources.

11-12.RP.3 **Independently** track and interpret relevant information from within a variety of sources.

Standard RP.4 Determining Credibility and Evaluating Sources

Standard RP.4 begins in third grade.

3.RP.4 Identify a fact or opinion based on information provided by the author.

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

5.RP.4 Explain where the author provides a fact or opinion and show text evidence.

6.RP.4 Evaluate information from credible sources considering multiple perspectives and identifying biases.

7.RP.4 Evaluate information from credible sources considering multiple perspectives and identifying biases.

8.RP.4 Evaluate information from credible sources considering multiple perspectives and identifying biases.

9-10.RP.4 Analyze and evaluate the credibility of a source based on bias, perspective, and purpose.

11-12.RP.4 Analyze and evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.

Standard RP.5 Citing Sources

Standard RP.5 begins in fourth grade.

4.RP.5 Cite and reference sources with a bibliography page using approved citation format, avoiding plagiarism.

5.RP.5 Cite and reference sources with a bibliography page using an approved citation format, avoiding plagiarism.

6.RP.5 Cite and reference sources, including in-text citations and a citation/bibliography page using a standardized approved citation format, avoiding plagiarism.

7.RP.5 Cite and reference sources, including in-text citations and a citation/bibliography page, using a standardized approved citation format, avoiding plagiarism.

8.RP.5 Cite, paraphrase, and reference sources, including in-text citations and a citation/bibliography page, using a standardized approved citation format, avoiding plagiarism.

9-10.RP.5 Cite, paraphrase, and reference sources, including in-text citations and a citation/bibliography page, using a standardized approved citation format, avoiding plagiarism.

11-12.RP.5 Cite, paraphrase, and reference sources, including in-text citations and a citation/bibliography page, using a standardized approved citation format, avoiding plagiarism.

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** - 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** - to convert into a coded form
- **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
- **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)

Phonics

- **Open Syllable** - is 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 or 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 Claim** - in persuasive writing, a statement of the position the writer takes on a topic and wants the audience to believe
- **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
- **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
- **Evaluation** - 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 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
- **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 Terms** - 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 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** - a cycle of activities that a writer completes as they generate ideas, compose those ideas into a document or presentation, and refine those ideas

Communication

- **Formal Communication** - a less casual exchange between individuals or groups, and is 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
- **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