



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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**North Dakota**  
**English Language Arts (ELA)**  
**Content Standards**  
**Grades K–12**  
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**DRAFT 1**

*Note: The standards in this draft are under revision. There are portions that have not been completed at this point of publication. Additionally, the writing committee has not yet worked on standards alignment.*

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**NORTH DAKOTA ELA CONTENT STANDARDS REVIEW COMMITTEE**

# SUPERINTENDENT'S FOREWORD

# INTRODUCTION

# RESOURCES

# 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-1)*

**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 a letter, a word, and spaces between words.

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

### Phonological and Phonemic Awareness (PP)

*Learners will accurately manipulate phonemes (sounds) in the spoken language. (K-1)*

**K.PP.1** Recognize and produce rhyming words.

**K.PP.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.PP.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.PP.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-8) (Vocabulary will fall under this cluster K-5)*

**K.PW.1** Decode phoneme-grapheme correspondences, including:

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

**K.PW.2** Encode phoneme-grapheme correspondences, including:

- 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-5)*

**K.F.1** In a nonsequential order, accurately and automatically,

- a) recognize and name all uppercase and lowercase letters of the alphabet, and
- b) produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters.

# 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 (PRC)

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

**K.PRC.1** Orally describe personal interests or tell stories to peers and adults using agreed-upon rules.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**K.IC.1** Follow simple one- and two-step oral directions.

**K.IC.2** Work respectfully with peers.

**K.IC.3** Engage in collaborative discussions about various topics and texts, including their writing, with peers and adults in small and large groups.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varying levels of complexity.*

### Comprehension (C)

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

**K.C.1** Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text listening experiences.

**K.C.2** Tell about characters and setting in a literary story during or after a shared reading or other text listening experience.

**K.C.3** Students will begin to develop an awareness of context clues through reading aloud and other text experiences.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

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

**K.TA.2** Respond to or reenact a character's feelings in a literary story during or after a shared reading or other text listening experience.

## 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.*

**K.TS.1** Find information from provided sources during shared writing.

**K.TS.2** Write opinion pieces.

- a) Draw a picture of the topic.
- b) Write an opinion about the topic.

**K.TS.3** Write informative pieces.

- a) Draw a picture of the topic.
- b) Write about the topic.

**K.TS.4** Write narrative pieces.

- a) Draw a picture that provides a reaction to an event (e.g., facial expressions, color).
- b) Write about an event in order.

# KINDERGARTEN

## **Writing Process and Craft (WC)**

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

**K.WC.1** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

## **Language Usage (L)**

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

**K.L.1** Compose simple sentences that begin with a capital letter, capitalizes the pronoun I or the first letter of a name, concluding with an end mark.

**K.L.2** Recognize parts of a speech in sentences with prompting:

- a) concrete objects as persons, places, or things (e.g., nouns)
- b) words as actions (e.g., 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 and/or solutions through credible research and inquiry of complex problems/topics.*

## **Evaluating Sources (ES)**

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

**K.ES.1** Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.

## **Research Process (RP)**

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

**K.RP.1** Generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

**K.RP.2** Find information from provided sources during group research.

# 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. (K-1)*

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

**1.P.2** Write uppercase and lowercase letters accurately.

### Phonological and Phonemic Awareness (PP)

*Learners will accurately manipulate phonemes (sounds) in the spoken language. (K-1)*

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

**1.PP.2** Blend four or more phonemes to produce a spoken word or syllable.

**1.PP.3** 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. (K-8) (Vocabulary will fall under this cluster K-5)*

**1.PW.1** Decode phoneme-grapheme correspondences including:

- 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
- i) functions of y contractions
- j) irregularly spelled high-frequency words

**1.PW.2** Encode phoneme-grapheme correspondences, including:

- 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. (K-5)*

**1.F.1** Accurately and automatically read various grade-appropriate texts with expression, phrasing, purpose, and understanding.

# 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 (PRC)

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

**1.PRC.1** Orally describe people, places, things, and events with relevant details expressing their ideas.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**1.IC.1** Actively listen using agreed-upon discussion rules. (K-3)

**1.IC.2** Follow simple two- and three-step oral directions.

**1.IC.3** Engage in collaborative discussions about various topics and texts, including their writing, with peers and adults in small and large groups.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**1.C.1** Ask and answer questions about various texts, photographs, or illustrations before, during, and after shared reading or other text listening experiences.

**1.C.2** Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text listening experiences.

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

**1.C.4** Students will identify context clues to understand unknown words.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**1.TA.1** Recognize basic text features during or after a shared reading or other text listening experience.

**1.TA.2** Identify characters' feelings or traits in a literary story during or after a shared reading or other text listening experience.

## 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** Organize information using graphic organizers or other aids during shared writing.

**1.TS.2** Write opinion pieces.

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

**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 narrative pieces.

- a) Introduce an event.
- b) Recount the event in sequence.
- c) Include details regarding what happened.
- d) Provide a sense of closure.

# FIRST GRADE

## **Writing Process and Craft (WC)**

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

**1.WC.1** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

## **Language Usage (L)**

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

**1.L.1** Compose simple sentences capitalizing the first letter of a sentence, proper names, months, and days of the week, and concluding with a period, question mark, or exclamation point.

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

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

## **RESEARCH AND INQUIRY**

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

## **Evaluating Sources (ES)**

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

**1.ES.1** Identify who can answer questions about their topic or what resources they will need to find the information.

## **Research Process (RP)**

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

**1.RP.1** Generate questions about topics of interest for research.

**1.RP.2** Organize the information found during group or individual research using graphic organizers or other aids.

# 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. (K-1)*

**2.P.1** Write uppercase and lowercase letters accurately and fluently for authentic purposes.

### Phonics and Word Study (PW)

*Learners will decode, encode, and connect meaning to word-parts and words. (K-8) (Vocabulary will fall under this cluster K-5)*

**2.PW.1** Decode phoneme-grapheme correspondences including:

- 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

**2.PW.2** Encode phoneme-grapheme correspondences, including:

- 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.

**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.

### Fluency (F)

*Learners will read with sufficient accuracy, rate, and expression to support comprehension. (K-5)*

**2.F.1** Accurately and automatically read various grade-appropriate texts with expression, phrasing, purpose, and understanding.

## 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 (PRC)

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

**2.PRC.1** Report on a topic or text, tell a story or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.

## SECOND GRADE

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**2.IC.1** Actively listen using agreed-upon discussion rules. (K-3)

**2.IC.2** Follow multi-step oral directions.

**2.IC.3** Work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**2.IC.4** Engage in collaborative discussions about various topics and texts, including their writing, with peers and adults in small and large groups.

## READING

***Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.***

### Comprehension (C)

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

**2.C.1** Ask and answer questions about key details before, during, and after reading various literary and informational texts.

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

**2.C.3** Summarize the plot to include the beginning, middle, and end of a literary text after reading.

**2.C.4** Students will use context clues to determine the meaning of words.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**2.TA.1** Use text features to read and understand a text or passage.

**2.TA.2** Describe characters' feelings or traits during or after reading a literary story.

## 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** Organize information using graphic organizers or other aids.

**2.TS.2** Write opinion pieces.

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

**2.TS.3** Write informative pieces.

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

**2.TS.4** Write narrative pieces.

- a) Introduce 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.

## SECOND GRADE

### Writing Process and Craft (WC)

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

**2.WC.1** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### Language Usage (L)

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

**2.L.1** Compose simple, compound, declarative, and exclamatory sentences; capitalize the first letter of a sentence, proper names, holidays, months, and days of the week; and conclude with a period, question mark, or exclamation point.

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

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

**2.L.3** Students will use commas in dates.

**2.L.4** Use apostrophes to form simple contractions (e.g., isn't, aren't, can't).

### RESEARCH AND INQUIRY

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

### Evaluating Sources (ES)

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

**2.ES.1** Create questions to find information on topic.

### Research Process (RP)

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

**2.RP.1** Generate a list of topics and questions about an area of interest for research.

**2.RP.2** Organize the information found during group or individual research using graphic organizers or other aids.

# 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. (K-8) (Vocabulary will fall under this cluster K-5)*

**3.PW.1** Decode phoneme-grapheme correspondences including:

- a) multisyllabic word construction and division
- b) common Latin roots
- c) irregularly spelled high-frequency words

**3.PW.2** Encode phoneme-grapheme correspondences, including:

- a) vowel teams
- b) diphthongs
- c) three consonant blends
- d) other r-controlled
- e) silent letter combinations
- f) weird digraphs
- g) schwa
- h) common derivational suffixes
- i) 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.

**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. (K-5)*

**3.F.1** Accurately and automatically read various grade-appropriate texts with expression, phrasing, purpose, and understanding.

## 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 (PRC)

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

**3.PRC.1** Report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking audibly and clearly in coherent sentences.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**3.IC.1** Actively listen using agreed-upon discussion rules. (K-3)

**3.IC.2** Actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose. (3-5)

**3.IC.3** Work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**3.IC.4** Engage in collaborative discussions about what they are reading and writing, expressing their ideas clearly in pairs, diverse groups, and whole-class settings.

# THIRD GRADE

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**3.C.1** Provide textual evidence to ask and answer questions about key details before, during, and after reading a variety of literary and informational texts.

**3.C.2** Determine the main idea with supporting details during or after reading an informational text or passage.

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

**3.C.4** Find examples of literary devices, such as:

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

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**3.TA.1** Identify the structure of an informational text, including:

- a) problem/solution
- b) description
- c) sequential

**3.TA.2** Describe characters' feelings, traits, motivations, and actions after reading a literary story.

## 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.*

**3.TS.1** Organize information using graphic organizers or other aids.

**3.TS.2** Write opinion pieces.

- a) Introduce the topic with an opinion.
- b) Use an organization structure that provides reasons that support the opinion.
- c) Use conjunctions and transition words to connect opinions and reasons.
- d) Provide a concluding statement or section.

**3.TS.3** Write informative pieces.

- a) Introduce the topic.
- b) Use an organization structure that supports the topic with details.
- c) Use conjunctions and transition words to connect details.
- d) Provide a concluding statement or section.

### Text Types and Structure (TS)

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

**3.TS.4** Write narrative pieces to develop real or imagined experiences or events.

- a) Establish a situation and introduce a narrator and/or characters.
- b) Organize an event sequence that unfolds naturally.
- c) Use dialogue and 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.

# THIRD GRADE

## **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 as needed by planning, revising, and editing.

## **Language Usage (L)**

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

**3.L.1** Compose simple, compound declarative, interrogative, imperative, and exclamatory sentences that capitalize and punctuate titles of respect, words in titles, and geographical names. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

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

- a) concrete, abstract, and possessive nouns
- b) different types of verbs (e.g., action, linking, helping) and their roles in a sentence
- c) the complete subject and complete predicate of a sentence
- d) possessive adjectives, prepositional phrases
- e) possessive pronouns and the nouns they replace
- f) coordinating conjunctions (e.g., for, and, nor, but, or, yet, so)
- g) adverbs of frequency (e.g., always, often, never)

**3.L.3** Use a comma before a coordinating conjunction to separate individual words in a series and use a colon to indicate time.

**3.L.4** Use apostrophes to show possession of singular and plural nouns.

**3.L.5** Use quotation marks to indicate dialogue.

## **RESEARCH AND INQUIRY**

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

## **Evaluating Sources (ES)**

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

**3.ES.1** Conduct research to answer questions, including self-generated questions and to build knowledge.

## **Research Process (RP)**

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

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

**3.RP.2** Begin to organize information found during research, following a modified citation style.

# 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. (K-8) (Vocabulary will fall under this cluster K-5)*

**4.PW.1** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

**4.PW.2** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately write unfamiliar multisyllabic words in and out of context.

**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.

**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. (K-5)*

**4.F.1** Accurately and automatically read various grade-appropriate texts with expression, phrasing, purpose, and understanding.

## 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 (PRC)

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

**4.PRC.1** Give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**4.IC.1** Actively listen using agreed-upon discussion rules with awareness of verbal and non-verbal rules.

**4.IC.2** Actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose. (3-5)

**4.IC.3** Work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**4.IC.4** Engage in collaborative discussions about what they are reading and writing, expressing their ideas clearly in pairs, diverse groups, and whole-class settings.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**4.C.1** Provide textual evidence to support a theme/central idea or inferences drawn from the text before, during, and after reading various literary and informational texts.

**4.C.2** Determine the main idea with supporting details and explain how those details support the main idea of an informational text or passage.

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

# FOURTH GRADE

## Comprehension (C)

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

**4.C.4** Find and use textual evidence of literary devices, including:

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

## Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**4.TA.1** Describe the structure of an informational text such as:

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

**4.TA.2** Describe characters' feelings, traits, motivations, actions, and point of view after reading a literary story.

## 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** Organize information using graphic organizers or other aids.

**4.TS.2** Write opinion pieces.

- a) Introduce the topic with an opinion.
- b) Use an organization structure that provides reasons supported by facts and details.
- c) Use conjunctions and transitional phrases to link opinions and reasons.
- d) Provide a concluding section.

**4.TS.3** Write informative pieces.

- a) Introduce the topic.
- b) Use an organization structure that connects details to the topic.
- c) Use conjunctions and transitional phrases to connect details to the topic.
- d) Use sentence variety and word choice to create interest.
- e) Provide a concluding section.

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

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 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 as needed by planning, revising, and editing.

# FOURTH GRADE

## Language Usage (L)

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

**4.L.1** Compose simple, compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments, capitalizing proper nouns and adjectives, conventions of letter writing, and the first letter of a quotation. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

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

- 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 (e.g., antecedents)
- g) coordinating conjunctions
- h) comparative and superlative adverbs
- i) interjections

**4.L.3** Use commas in greetings and closings in letters and emails to separate individual words in a series and to indicate dialogue. Use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).

**4.L.4** Use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.

**4.L.5** Use quotation marks to indicate dialogue, quoted material, and titles of works.

## RESEARCH AND INQUIRY

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

### Evaluating Sources (ES)

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

**4.ES.1** Conduct research to answer questions, including self-generated questions and build knowledge using multiple sources.

### Research Process (RP)

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

**4.RP.1** Generate a viable research question about a topic.

**4.RP.2** Begin to organize information found during research following a modified citation style.

# 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. (K-8) (Vocabulary will fall under this cluster K-5)*

**5.PW.1** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

**5.PW.2** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to write accurately unfamiliar multisyllabic words in context and out of context.

**5.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.

**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. (K-5)*

**5.F.1** Accurately and automatically read various grade-appropriate texts with expression, phrasing, purpose, and understanding.

## 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 (PRC)

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

**5.PRC.1** Give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**5.IC.1** Actively listen using agreed-upon discussion rules with awareness of verbal and non-verbal rules.

**5.IC.2** Actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.

**5.IC.3** Work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**5.IC.4** Engage in collaborative discussions about what they are reading and writing, expressing their ideas clearly in pairs, diverse groups, and whole-class settings.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**5.C.1** Provide textual evidence to support a theme/central idea or inferences drawn from the text before, during, and after reading various literary and informational texts.

**5.C.2** Determine the main idea with supporting details and explain how those details support the main idea of an informational text or passage.

# FIFTH GRADE

## Comprehension (C)

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

**5.C.3** Summarize the story by including major story elements after reading a literary text.

**5.C.4** Determine how literary devices contribute to the meaning of a text, such as:

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

## Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**5.TA.1** Analyze the structures of informational texts, including:

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

**5.TA.2** Describe how an author develops a character's perspective after reading a literary story.

## 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** Describe how an author develops a character's perspective after reading a literary story.

**5.TS.2** Write opinion pieces.

- a) Introduce the topic with an opinion.
- b) Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c) Provide logically ordered reasons supported by facts and details.
- d) Link opinions and reasons using transitional words, phrases, and clauses.
- e) Provide a concluding section related to the opinion presented.

**5.TS.3** Write informative pieces.

- a) Introduce and develop a topic.
- b) Incorporate evidence (e.g., specific facts, examples).
- c) Maintain an organized structure with transitional words and phrases.
- d) Use sentence variety and word choice to create interest.
- e) Provide a concluding section.
- f) Model literary devices from mentor texts.

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

- a) Orient the reader by establishing a situation and introducing a narrator and/or characters.
- 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.

## 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 as needed by planning, revising, editing, rewriting, or trying a new approach.

## 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 (e.g., independent and dependent clauses). Write using correct capitalization and punctuation mechanics.

*\*Note: Capitalization and ending punctuation mechanics should be mastered by the end of grade four.*

**5.L.2** Recognize, use, and explain the impact on the meaning of parts of speech in sentences such as:

- a) nouns
- b) verb tense to identify settings, times, sequences, and conditions
- c) subject and verb agreement
- d) adjectives
- e) prepositional phrases
- f) intensive pronouns and their antecedents
- g) coordinating conjunctions
- h) adverbs
- i) interjections

**5.L.3** Use commas to separate the independent and dependent clauses in a complex sentence and use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.). Use a semicolon to punctuate compound sentences.

**5.L.4** Use the correct forms of it's/its, you're/your, and they're/there/their.

**5.L.5** Use quotation marks to indicate dialogue, quoted material, and titles of works.

### RESEARCH AND INQUIRY

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

#### Evaluating Sources (ES)

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

**5.ES.1** Conduct research to answer questions, including self-generated questions, and build knowledge, using multiple sources.

#### Research Process (RP)

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

**5.RP.1** Formulate a viable research question.

**5.RP.2** Begin to organize information found during research, following a modified citation style.

# 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 (PRC)

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

**6.PRC.1** When appropriate, construct and deliver formal and informal presentations considering audience and purpose, including multimedia components.

**6.PRC.2** Present ideas using appropriate eye contact, body language, adequate volume, and clear pronunciation.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**6.IC.1** Engage effectively in a range of discussions by being focused, present, and using active listening skills.

**6.IC.2** Collaborate effectively with peers to accomplish a common goal or purpose.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**6.C.1** Determine a theme, central idea, or inference and provide supporting textual evidence.

**6.C.2** Describe how a key individual, event, or idea is introduced and elaborated on in a fiction and/or nonfiction text.

**6.C.3** Determine the meaning of words and phrases used in the text, including figurative and connotative meanings.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**6.TA.1** Describe a part of a text that fits into the overall structure of the story and contributes to the story's development or ideas.

**6.TA.2** Describe how an author or character develops their purpose and point of view throughout a text.

## 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.*

**6.TS.1** Organization: Produce clear and coherent writing organized logically according to the genre of writing using varied transitions.

**6.TS.2** Expository: Write arguments to support claims in an analysis of topics and/or write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

- An introduction provides context for the topic or claim and sets the purpose of the writing.
- Writing develops claims or topics through supporting evidence and reasoning as applicable.
- A conclusion provides an appropriate ending to the work.

### Text Types and Structure (TS)

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

**6.TS.3** Narrative: Write narratives to develop real or imagined experiences or events using well-chosen details and a structured event sequence.

- Orient the reader at the beginning of the work.
- Use narrative techniques to engage the reader, sequence events, and develop characters.
- A conclusion provides a clear and appropriate ending to the work.

## SIXTH GRADE

### **Writing Process and Craft (WC)**

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

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

### **Language Usage (L)**

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

**6.L.1** Language: Learners will integrate appropriate language and style to ensure effective readability in writing.

- a) Use varied sentence structures, including simple and compound sentences.
- b) Use appropriate word choice and tone.

### **RESEARCH AND INQUIRY**

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

### **Evaluating Sources (ES)**

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

### **Research Process (RP)**

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

# 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 (PRC)

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

**7.PRC.1** Construct and deliver formal and informal presentations considering audience and purpose including multimedia components when appropriate.

**7.PRC.2** Present ideas using appropriate eye contact, body language, adequate volume, and clear pronunciation.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**7.IC.1** Engage effectively in a range of discussions through preparation, focus, presence, active listening skills, and referencing others' ideas.

**7.IC.2** Collaborate effectively with peers to accomplish a common goal or purpose.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**7.C.1** Determine a theme, central idea, or inference and provide supporting textual evidence and reasoning.

**7.C.2** Describe the interactions between individuals, events, and ideas in fiction and/or nonfiction text and provide supporting textual evidence.

**7.C.3** Determine the meaning of words and phrases used in the text, including figurative and connotative meanings.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**7.TA.1** Analyze how a part of a text fits into the overall structure of the story and contributes to the story's development or ideas.

**7.TA.2** Analyze how an author or character develops their purpose and point of view throughout a text.

## 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** Organization: Produce clear and coherent writing organized logically according to the genre of writing using varied transitions and sentence structures.

**7.TS.2** Expository: Write arguments to support claims in an analysis of topics and/or write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

- An introduction provides context for the topic or claim and sets the purpose of the writing.
- Writing develops claims or topics through supporting evidence, reasoning, and acknowledging counterclaims as applicable.
- A conclusion provides an appropriate ending to the work.

### Text Types and Structure (TS)

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

**7.TS.3** Narrative: Write narratives to develop real or imagined experiences or events using well-chosen details and a structured event sequence.

- Orient the reader at the beginning of the work.
- Use narrative techniques to engage the reader, sequence events, and develop characters.
- A conclusion provides a clear and appropriate ending to the work.

## SEVENTH GRADE

### **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.

### **Language Usage (L)**

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

**7.L.1** Language: Learners will integrate appropriate language and style to ensure effective readability in writing.

- a) Use varied sentence structures, including simple, compound, and complex sentences.
- b) Use appropriate word choice and tone.

### **RESEARCH AND INQUIRY**

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

### **Evaluating Sources (ES)**

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

### **Research Process (RP)**

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

# 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 (PRC)

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

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

**8.PRC.2** Present ideas using appropriate eye contact, body language, adequate volume, and clear pronunciation.

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

**8.IC.1** Engage effectively in a range of discussions through preparation, focus, presence, active listening skills, synthesizing, and referencing others' ideas.

**8.IC.2** Collaborate effectively with peers to accomplish a common goal or purpose.

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**8.C.1** Determine a theme, central idea, or inference, provide supporting textual evidence and justify reasoning.

**8.C.2** Analyze the interactions between individuals, events, and ideas in fiction and/or nonfiction text, providing textual evidence and supportive reasoning.

**8.C.3** Determine the meaning of words and phrases used in the text, including figurative and connotative meanings.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**8.TA.1** Analyze how a part of a text fits into the overall structure of the story and contributes to the development of the story or ideas.

**8.TA.2** Analyze how an author or character develops their purpose and point of view over the course of a text and how it effects the experience of the reader.

## 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** Organization: Produce clear and coherent writing organized logically according to the genre of writing purposefully using varied transitions and sentence structures.

**8.TS.2** Expository: Write arguments to support claims in an analysis of topics and/or write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

- a) An introduction provides context for the topic or claim and sets the purpose of the writing.
- b) Writing develops claims or topics through supporting evidence, reasoning, and acknowledging counterclaims as applicable.
- c) A conclusion provides an appropriate ending to the work.

## EIGHTH GRADE

### **Text Types and Structure (TS)**

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

**8.TS.3** Narrative: Write narratives to develop real or imagined experiences or events using well-chosen details and a structured event sequence.

- a) Orient the reader at the beginning of the work.
- b) Use narrative techniques to engage the reader, sequence events, and develop characters.
- c) A conclusion provides a clear and appropriate ending to the work.

### **Writing Process and Craft (WC)**

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

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

### **Language Usage (L)**

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

**8.L.1** Language: Learners will integrate appropriate language and style to ensure effective readability in writing.

- a) Use varied sentence structures, including simple, compound, and complex sentences.
- b) Use appropriate word choice and tone.

## **RESEARCH AND INQUIRY**

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

### **Evaluating Sources (ES)**

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

### **Research Process (RP)**

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

# NINTH AND TENTH 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 (PRC)

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

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**9-10.C.1** Determine theme(s), central idea(s), or claims of various texts as they develop throughout the text and prove with textual evidence.

**9-10.C.2** Comprehend various texts utilizing reading strategies as needed based on complexity.

**9-10.C.3** Determine the meaning of words and phrases used in the text, including ambiguous, figurative, and connotative meanings.

**9-10.C.4** Determine an author's point of view or purpose and possible biases in a text.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**9-10.TA.1** Analyze the impact of specific word choices, such as figurative language, on the meaning and tone, including words with multiple meanings or language that creates particular effects.

**9-10.TA.2** Analyze how the author's choice in structure, form, and the format supports the purpose and contributes to the meaning.

**9-10.TA.3** Analyze the development and interaction of literary elements throughout a text and how they impact meaning.

- a) Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop throughout a text, interact with other elements, and advance the plot or develop the theme.
- b) Analyze how a character's or author's point of view is influenced by background, environment, and/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 throughout a text and how they impact (purpose/effectiveness).

- a) 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.
- b) Analyze different types of technical writing for structure and purposes.
- c) Delineate and evaluate how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purposes.
- d) Analyze various accounts of a subject told in different media, including determining which details are emphasized in each account.

**9-10.TA.5** Analysis is supported using relevant evidence appropriate to the purpose and task.

# NINTH AND TENTH 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.*

**9-10.TS.1** Organization: Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

**9-10.TS.2** Expository: Write arguments to support claims in an analysis of topics or texts and/or write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

- An introduction provides context for the topic or claim in a task-appropriate way for the purpose and audience.
- Writing develops claims or topics through synthesizing or utilizing supporting varied evidence, reasoning, and counter claims with rebuttal as applicable.
- A conclusion provides a task-appropriate ending to the work.

**9-10.TS.3** Narrative: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences for various purposes, audiences, contexts, and real-world applications.

- Orient the reader at the beginning of the work.
- Use various narrative techniques to engage the reader, sequence events, and develop experiences, events, and/or characters.
- A conclusion provides a clear and task-appropriate ending to the work.

### Writing Process and Craft (WC)

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

**9-10.WC.1** Process: Develop and strengthen writing as needed, focusing 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 and/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.

**9-10.WC.2** Purposes in Writing: Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences.

### Language Usage (L)

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

**9-10.L.1** Language and Craft: Learners will integrate appropriate language and style to ensure effective writing.

- Grammar/Usage
- Tone and Word Choice/Figurative Language

## RESEARCH AND INQUIRY

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

### Evaluating Sources (ES)

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

### Research Process (RP)

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

# ELEVENTH AND TWELFTH 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.*

### Collaboration (CO)

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

### Interpersonal Communication (IC)

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

## READING

*Learners will comprehend, analyze, and evaluate a wide range of literary and informational texts in various formats and at varied levels of complexity.*

### Comprehension (C)

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

**11-12.C.1** Determine theme(s), central idea(s), or claim(s) of various texts as they develop throughout the text, interact with one another, and prove with textual evidence.

**11-12.C.2** Comprehend various texts utilizing reading strategies as needed based on complexity.

**11-12.C.3** Determine the meaning of words and phrases used in the text, including figurative, ambiguities, and connotative meanings.

**11-12.C.4** Determine an author's point of view or purpose and possible biases in a text.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**11-12.TA.1** Analyze the cumulative impact of specific word choices, such as figurative language on meaning and tone, including words with multiple meanings or language that creates particular effects.

**11-12.TA.2** Analyze and evaluate how the author's choice in structure, form, and the format supports the purpose, contributes to the meaning, and/or impacts the audience.

**11-12.TA.3** Analyze the development and interaction of literary elements throughout a text and how they impact meaning.

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

**11-12.TA.4** Analyze the development and interaction of informational and argumentative elements throughout a text and how they impact (purpose/effectiveness).

- 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 different types of technical writing for structure and purpose.
- Delineate and evaluate how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose and the effect on the audience.
- Analyze and evaluate multiple sources of information presented in different texts, media, or formats across time periods and audiences.

### Text Analysis (TA)

*Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.*

**11-12.TA.5** Analysis is supported by implementing strong and thorough evidence appropriate to the purpose and task.

# ELEVENTH AND TWELFTH 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.*

**11-12.TS.1** Organization: Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information build on one another and create a unified whole; and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

**11-12.TS.2** Expository: Write arguments to support claims in an analysis of topics or texts and/or write informative/explanatory texts to examine and convey complex ideas, concepts, and information.

- a) An introduction provides context for the topic or claim in an engaging and task-appropriate way for the purpose and audience.
- b) Writing develops claims or topics through synthesizing or utilizing supporting varied evidence, reasoning, and counterclaims concession as applicable.
- c) A conclusion provides a task-appropriate and thoughtful ending to the work.

**11-12.TS.3** Narrative: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences for various purposes, audiences, contexts, and real-world applications

- a) At the beginning of the work, orient the reader in an engaging and task-appropriate way.
- b) Use various narrative techniques to engage the reader, sequence events, and develop experiences, events, and/or characters.
- c) A conclusion provides a clear, task-appropriate, and thoughtful ending to the work.

### Writing Process and Craft (WC)

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

**11-12.WC.1** Process: Develop and strengthen writing as needed, focusing 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 and 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 - Utilizing proper format given the task and audience.

**11-12.WC.2** Purposes in Writing: Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences.

### Language Usage (L)

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

**11-12.L.1** Language and Craft: Learners will integrate appropriate language and style to ensure effective writing.

- a) Grammar/Usage/Mechanics
- b) Tone and Word Choice/Figurative Language

## RESEARCH AND INQUIRY

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

### Evaluating Sources (ES)

*Learners will locate, identify, and evaluate various credible texts to meet the needs of their inquiry.*

### Research Process (RP)

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

# GLOSSARY OF TERMS