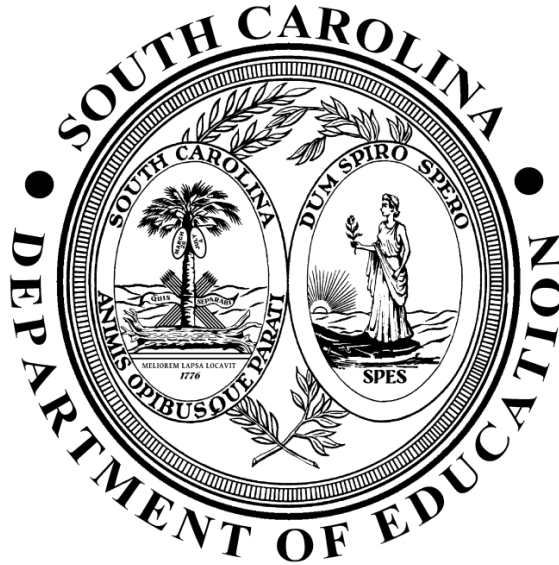


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*



*2024 South Carolina College- and Career-  
Ready English Language Arts Standards:*  
**Vertical Articulations with Indicator Insights**

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

Presented to the State Board of Education  
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## Foundations of Literacy Standards, Grade Band Articulation

The Foundations of Literacy Standards, Grade Band Articulation provides educators with a framework to assist with vertical planning and to enable scaffolds for students who may need extra support. The grade band articulations are presented in tables to reflect the process of “begin with the end in mind,” meaning each table begins with the overarching standard and then progresses up kindergarten, allowing educators to focus on learning goals throughout a student’s education. Indicator Insights are included as a part of the grade band articulation in this document. The purpose of Indicator Insights is to provide deeper understanding of the language of the indicators. The language included in this section builds upon previous Indicator Insights, as applicable. Insights provide educators with clarifying information about the expectations of the indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide educators to resources in the appendices.

### Foundations of Literacy (F)

Standard ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.			
Code	Kindergarten	First Grade	Second Grade
<b><u>ELA.F.1.1</u></b>	Count the number of words in a spoken sentence.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.1.2</u></b>	Recognize alliterative spoken words.	Produce alliterative spoken words.	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.1.3</u></b>	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.  <b>Indicator Insights:</b> Students are expected to use pictures and spoken words when working with rhyming words depending on the objective of the lesson.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.1.4</u></b>	Count, segment, and blend phonemes in single syllable spoken words	Delete and add a syllable within a spoken word including compound words.	<i>There is not an indicator for second grade.</i>

Code	Kindergarten	First Grade	Second Grade
	made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.	<b>Indicator Insights:</b> Delete: “Say ‘rainbow.’ Say it again but don’t say ‘rain.’” Add: “Say ‘cow.’ Say it again and add ‘boy.’”	
<b><u>ELA.F.1.5</u></b>	Blend and segment onsets and rimes of single syllable spoken words.	Blend and segment onsets and rimes of multisyllabic words.  <b>Indicator Insights:</b> Blending and segmenting onsets and rimes in multisyllabic words is a progression from the kindergarten expectation. For example, in the word <i>silly</i> , the onset is /s/ and the rime is /illy/. In the word <i>cheesy</i> , the onset is /ch/ and the rime is /eesy/.	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.1.6</u></b>	Orally identify initial, medial, and final phonemes in two- and three-phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.  <b>Indicator Insights:</b> “Say ‘cat’. What sound do you hear at the beginning? In the middle? At the end? delete /c/, Say ‘-at’, say ‘cat’, delete /t/, say ‘ca-’, Say ‘cat’, delete /a/, say ‘c-t’.” Students are not expected to identify /l/, /r/, /x/ because the /l/ in the final position is often not articulated clearly, /r/ in the final position is	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>

Code	Kindergarten	First Grade	Second Grade
	vowel controlled, and /x/ because it is made up of two phonemes (/k/ + /s/).		
<b><u>ELA.F.1.7</u></b>	<p>Delete, add, and substitute the initial or final phonemes of a spoken CVC word.</p> <p><b>Indicator Insights:</b> This indicator relates to the sounds of words. The sounds remain the same regardless of known spelling patterns to proficient readers. For example, “say ‘met’, but do not say /t/. The result would be “meh” not “mee”, but “meh” with the letter “e” retaining the /e/ sound as in “edge”. This task is about the sounds, not spelling patterns. Kindergarten students are not expected to delete medial sounds in phonemic awareness due to the impact on cognitive load for holding onto sounds in words. For more information on phonemic awareness tasks, see the <i>Foundations of Literacy Support Document</i>.</p>	<p>Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes and say the resulting word.</p> <p><b>Indicator Insights:</b> Delete: “Say ‘slap.’ Now say it again without the /s/.”  Add: “Say ‘lap.’ Now say it again and add /s/.”  Substitute: “Say ‘slap.’ Now say it again and change /sl/ to /tr/.”</p>	<p>Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.</p>

## Foundations of Literacy (F)

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

Code	Kindergarten	First Grade	Second Grade
<b><u>ELA.F.2.1</u></b>	Locate a book's front cover, back cover, title page, and where to begin reading.	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.2.2</u></b>	Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.2.3</u></b>	Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.  <b>Indicator Insights:</b> Page by page means when the book is open and a student reads the left page, then the student moves to the top of the right page. Page by page also means a student reads a page and turns to the next page to continue reading.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.2.4</u></b>	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.2.5</u></b>	Identify letters and words within sentences.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>

## Foundations of Literacy (F)

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

Code	Kindergarten	First Grade	Second Grade
<b>ELA.F.3.1</b>	Identify, name, and form all upper and lowercase letters with automaticity.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b>ELA.F.3.2</b>	Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b>ELA.F.3.3</b>	Produce one-to-one letter-sound correspondences for each consonant with automaticity.  <b>Indicator Insights:</b> This indicator is expected in oral and written production.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b>ELA.F.3.4</b>	Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g. he, so, me, go, hi); and c. in a vowel- consonant-e (VCe) syllable with prompting and support.	Identify the vowel and produce the vowel sound in a printed syllable or word to: a. decode regularly spelled one-syllable words (syllables include: closed, open, and vowel-consonant-e) including words with blends in initial and final position; b. decode regularly spelled one-syllable words with vowel-r syllables (i.e., ar, er, ir, or, and ur); and	Identify the vowel in a printed syllable or word to: a. decode multisyllabic words with common syllable patterns (i.e., closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).

Code	Kindergarten	First Grade	Second Grade
		<p>c. decode two-syllable words using knowledge of syllables (i.e., closed, open, vowel-consonant-e, vowel-r, common vowel teams, and consonant-le), including compound words that fit multiple syllable types. *</p> <p><b>Indicator Insights:</b> *With prompting and support</p>	
<b><u>ELA.F.3.5</u></b>	<p>Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.</p> <p><b>Indicator Insights:</b> This indicator includes the use of word families.</p>	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
<b><u>ELA.F.3.6</u></b>	<p>Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.</p>	<p>Delete, add, and substitute the initial, medial, and final letters in words to build or make new words.</p> <p><b>Indicator Insights:</b> Students should build or make new words based on the scope and sequence of what has been taught from ELA.K.F.3.8 and ELA.1.F.3.8.</p>	<p>Delete, add, and substitute the initial, medial, and final letter combinations in words to build or make new multisyllabic words.</p>
<b><u>ELA.F.3.7</u></b>	<p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.</p>	<p>Read a two-syllable word by breaking the word into syllables.</p>	<p>Use knowledge of how syllables work to read multisyllabic words.</p>

Code	Kindergarten	First Grade	Second Grade
<b><u>ELA.F.3.8</u></b>	<p>Decode and encode words using:</p> <ul style="list-style-type: none"> <li>a. VC;</li> <li>b. CV;</li> <li>c. CVC;</li> <li>d. consonant digraphs (i.e., ch, sh, th, wh); and</li> <li>e. combination (i.e., qu).</li> </ul>	<p>Decode and encode words using:</p> <ul style="list-style-type: none"> <li>a. onset/rime;</li> <li>b. consonant blends (i.e., initial and final);</li> <li>c. consonant digraphs (i.e., ch, sh, th, wh, ph, ck, ng);</li> <li>d. trigraphs (e.g., -tch, -dge)</li> <li>e. combination (i.e., qu);</li> <li>f. VCe;</li> <li>g. vowel-r (e.g., ar, er, ir, or, ur);</li> <li>h. common inflectional endings that do not change the base word (e.g., -s, -ed);</li> <li>i. contractions with am, is, has, and not;</li> <li>j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *;</li> <li>k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *;</li> </ul>	<p>Decode and encode multisyllabic words using:</p> <ul style="list-style-type: none"> <li>a. consonant digraphs (i.e., sh, th, ch, wh, ph, ck, ng);</li> <li>b. combination (i.e., qu);</li> <li>c. three-consonant blends (e.g., str-, scr-);</li> <li>d. blends containing digraphs (e.g., thr-, -nch);</li> <li>e. trigraphs (e.g., -tch, -dge);</li> <li>f. variable vowel teams and vowel diphthongs (i.e., oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);</li> <li>g. vowel-r combinations (i.e., ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);</li> <li>h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);</li> <li>i. words with a after w read /ă/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);</li> <li>j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);</li> </ul>



Code	Kindergarten	First Grade	Second Grade
		<p>l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind);</p> <p>m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *;</p> <p>n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and</p> <p>o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g. have, give, save).</p> <p><b>Indicator Insights:</b> *With prompting and support</p>	<p>k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, words with vowel y in medial position, producing the short /i/ sound for these words (e.g., fly-my; baby-happy; myth-gym);</p> <p>l. words with silent letter combinations. (e.g., kn, wr, gn, mb, gh); and</p> <p>m. contractions with am, is, has, not, have, would, and will.</p>

## Foundations of Literacy (F)

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

Code	Kindergarten	First Grade	Second Grade
<b><u>ELA.F.4.1</u></b>	<p>Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p><b>Indicator Insights:</b> <i>High-frequency words</i> are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.</p>	<p>Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p><b>Indicator Insights:</b> <i>High-frequency words</i> are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.</p>	<p>Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.</p> <p><b>Indicator Insights:</b> <i>High-frequency words</i> are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.</p>
<b><u>ELA.F.4.2</u></b>	<p>Read texts orally with accuracy and expression.</p>	<p>Read texts orally with accuracy, appropriate rate, and expression.</p> <p><b>Indicator Insights:</b> <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>	<p>Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p><b>Indicator Insights:</b> <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>
<b><u>ELA.F.4.3</u></b>	<p>Read texts by:</p> <ol style="list-style-type: none"> <li>using letter-sound knowledge to segment and blend sounds together;</li> <li>decoding the word by analogy; and</li> <li>using visuals from the text to support decoding and confirm recognition.</li> </ol>	<p>Read texts by:</p> <ol style="list-style-type: none"> <li>using letter-sound knowledge to segment and blend sounds together;</li> <li>decoding the words by analogy; and</li> <li>using context and visuals from the text to support monitoring and self-correcting.</li> </ol>	<p>Read texts by:</p> <ol style="list-style-type: none"> <li>using letter-sound knowledge to segment and blend sounds together;</li> <li>decoding the words by analogy;</li> <li>recognizing chunks;</li> <li>generalizing phonic skills to unknown words; and</li> <li>using context and visuals from the text to support monitoring and self-correcting.</li> </ol>

Code	Kindergarten	First Grade	Second Grade
	<b>Indicator Insights:</b> <i>Decoding the words by analogy</i> means recognizing how the word or word parts may be similar to another known word or word parts.	<b>Indicator Insights:</b> <i>Decoding the words by analogy</i> means recognizing how the word or word parts may be similar to another known word or word parts.	<b>Indicator Insights:</b> <i>Decoding the words by analogy</i> means recognizing how the word or word parts may be similar to another known word or word parts.

Code	Third Grade	Fourth Grade	Fifth Grade
<b><u>ELA.F.4.1</u></b>	<i>There is not an indicator for third grade.</i>	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>
<b><u>ELA.F.4.2</u></b>	<p>Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p><b>Indicator Insights:</b> <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>	<p>Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p><b>Indicator Insights:</b> <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>	<p>Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.</p> <p><b>Indicator Insights:</b> <i>Appropriate rate</i> is based on the fluency scoring system used in the school or district.</p>
<b><u>ELA.F.4.3</u></b>	<p>Read by:</p> <ul style="list-style-type: none"> <li>a. using letter-sound knowledge to segment and blend sounds together;</li> <li>b. decoding the words by analogy;</li> <li>c. recognizing chunks including familiar prefixes, suffixes or the first syllable of the word;</li> <li>d. generalizing phonic skills to unknown words; and</li> <li>e. using context and visuals from the text to support monitoring and self-correcting.</li> </ul>	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>

	<b>Indicator Insights:</b> <i>Decoding the words by analogy</i> means recognizing how the word or word parts may be similar to another known word or word parts.		
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## Vertical Progression of Spiraled Standards

The Vertical Progression of Spiraled Standards provides educators with a framework to assist with vertical planning and to enable scaffolds for students who may need extra support. The vertical progressions are presented in tables to reflect the process of “begin with the end in mind,” meaning each table begins with the overarching standard (the goal for students when they graduate high school) and then back maps from English 4 to kindergarten, allowing educators to focus on learning goals throughout a student’s K-12 education. This presentation also allows educators to quickly view the progression in skills and language, including when key terms are introduced. Key terms are presented in bold as they are introduced into the language of the grade-level indicators. Indicator Insights are included as a part of the vertical articulations in this document. The purpose of Indicator Insights is to provide deeper understanding of the language of the indicators. The language included in this section builds upon previous Indicator Insights, as applicable. Insights provide educators with clarifying information about the expectations of the indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide educators to resources in the appendices.

### Applications of Reading (AOR)

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

Code	Literary Elements	Indicator Insights
<b>ELA.E4.AOR.1.1</b>	Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	<i>Key elements</i> can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue. <i>Within and across texts</i> can refer to one or more texts.
<b>ELA.E3.AOR.1.1</b>	Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	<i>Key elements</i> can include: setting, character (development, relationships, actions, responses), plot

		structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue. <i>Within and across texts</i> can refer to one or more texts.
<b><u>ELA.E2.AOR.1.1</u></b>	Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.	<i>Key elements</i> can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue. <i>Within and across texts</i> can refer to one or more texts.
<b><u>ELA.E1.AOR.1.1</u></b>	Analyze how <b>perspective, context</b> , and/or key elements deepen meaning or enhance <b>style</b> .	<i>Key elements</i> can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue. See glossary for insight on <i>context, perspective</i> , and <i>style</i> .
<b><u>ELA.8.AOR.1.1</u></b>	Analyze how <b>key elements</b> contribute to the meaning of the text as a whole.	<i>Key elements</i> can include: setting, character (development, relationships,

		actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.
<b><u>ELA.7.AOR.1.1</u></b>	Analyze how lines of <b>dialogue</b> , specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	<i>Descriptive details</i> refer to sensory details (i.e., the way something looks, smells, tastes, sounds, and/or feels).
<b><u>ELA.6.AOR.1.1</u></b>	Analyze how <b>specific events</b> and <b>descriptive details</b> develop the plot, reveal aspects of the characters, and/or create <b>meaning</b> .	<i>Descriptive details</i> refer to sensory details (i.e., the way something looks, smells, tastes, sounds, and/or feels).
<b><u>ELA.5.AOR.1.1</u></b>	Analyze how setting, characters, and conflict impact plot development.	
<b><u>ELA.4.AOR.1.1</u></b>	Explain how setting and <b>conflict</b> cause characters to change and how conflict(s) contributes to plot development.	
<b><u>ELA.3.AOR.1.1</u></b>	Explain how one or more characters develop throughout the plot.	
<b><u>ELA.2.AOR.1.1</u></b>	Describe the main story elements and <b>sequence</b> the important events.	.
<b><u>ELA.1.AOR.1.1</u></b>	Identify and describe the <b>main story elements</b> , such as character(s), setting, and events that move the plot forward.	<p><i>Main story elements</i> include and go beyond characters, settings, and events that move the plot forward.</p> <p><i>Events that move the plot forward</i> are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.</p>

<b><u>ELA.K.AOR.1.1</u></b>	Identify and describe the <b>main character(s)</b> , <b>setting</b> , and <b>events</b> that move the <b>plot</b> forward.	<i>Characters</i> can be described by appearance, feelings, and actions. <i>Events that move the plot forward</i> are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.
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### Applications of Reading (AOR)

<b>ELA.AOR.1:</b> Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
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Code	Figurative Language	Indicator Insights
<b><u>ELA.E4.AOR.1.2</u></b>	Evaluate and critique an author's use of figurative language within and across text(s).	
<b><u>ELA.E3.AOR.1.2</u></b>	Evaluate an author's use of figurative language within and across texts.	
<b><u>ELA.E2.AOR.1.2</u></b>	Analyze an author's use of figurative language in a text(s); explain an author's use of <b>allegory</b> .	English 3 advances from analyzing (in English 2) to evaluating an author's use and the impact of <i>figurative language</i> . Refer to the glossary for more information. <i>Within and across texts</i> can refer to one or more texts.
<b><u>ELA.E1.AOR.1.2</u></b>	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of <b>allusion</b> .	In grade eight, students explained the use of symbolism. In English 1, <i>allusion</i> becomes part of figurative language.



<b><u>ELA.8.AOR.1.2</u></b>	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author’s use of <b>symbolism</b> .	
<b><u>ELA.7.AOR.1.2</u></b>	Analyze how figurative language impacts mood, tone, and meaning.	
<b><u>ELA.6.AOR.1.2</u></b>	Explain how figurative language impacts <b>mood, tone</b> , and meaning.	In grade five, students analyzed how figurative language impacts meaning. Grade six adds <i>mood</i> and <i>tone</i> to the list of content, so the skill steps back into explanation before rebuilding to analysis with the new content.
<b><u>ELA.5.AOR.1.2</u></b>	Analyze how figurative language impacts meaning and contributes to the reader’s experience.	Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.
<b><u>ELA.4.AOR.1.2</u></b>	Determine and explain how figurative language impacts <b>meaning</b> and contributes to the reader’s experience.	Instruction can go beyond listed terms and should include all previously learned terms to include: hyperbole, metaphor, alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.
<b><u>ELA.3.AOR.1.2</u></b>	Identify and explain the purpose of forms of figurative language to include <b>metaphor, hyperbole</b> , and idioms.	Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration,

		onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms. Explaining the <i>purpose</i> of figurative language should include describing how it affects the story.
<b><u>ELA.2.AOR.1.2</u></b>	Identify and explain the purpose of forms of figurative language to include <b>similes</b> , <b>personification</b> , and <b>idioms</b> .	Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms. Explaining the <i>purpose</i> of figurative language should include describing how it affects the story
<b><u>ELA.1.AOR.1.2</u></b>	Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as <b>descriptive phrases</b> and words, and <b>imagery</b> .	Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms. Explaining the <i>purpose</i> of figurative language should include describing how it affects the story.
<b><u>ELA.K.AOR.1.2</u></b>	Identify forms of <b>figurative language</b> to include <b>alliteration</b> and <b>onomatopoeia</b> , as well as <b>descriptive words</b> and <b>rhyme</b> in text.	Instruction of texts heard or read can go beyond listed terms.

## Applications of Reading (AOR)

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

Code	Theme	Indicator Insights
<b><u>ELA.E4.AOR.2.1</u></b>	Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.	A <i>universal theme</i> is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). <i>Universal themes</i> connect ideas across time and place.
<b><u>ELA.E3.AOR.2.1</u></b>	Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.	A <i>universal theme</i> is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). <i>Universal themes</i> connect ideas across time and place.
<b><u>ELA.E2.AOR.2.1</u></b>	Analyze the development of universal themes across literary texts from different <b>time periods</b> , <b>places</b> , and/or <b>cultures</b> .	A <i>universal theme</i> is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). <i>Universal themes</i> connect ideas across time and place.

Code	Theme	Indicator Insights
<u><b>ELA.E1.AOR.2.1</b></u>	Determine a <b>universal theme(s)</b> and explain how key details contribute to its development over the course of a literary text.	A <i>universal theme</i> is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). <i>Universal themes</i> connect ideas across time and place.
<u><b>ELA.8.AOR.2.1</b></u>	Analyze how key details contribute to the development of two or more themes within and across literary texts.	<i>Within and across texts</i> can refer to one or more texts.
<u><b>ELA.7.AOR.2.1</b></u>	Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	
<u><b>ELA.6.AOR.2.1</b></u>	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.	
<u><b>ELA.5.AOR.2.1</b></u>	Explain the development of an explicit or implied theme over the course of a literary text.	
<u><b>ELA.4.AOR.2.1</b></u>	Identify and explain an explicit or <b>implied theme</b> and how it is developed by key details in a literary text.	
<u><b>ELA.3.AOR.2.1</b></u>	Identify and explain an explicit theme in a literary text and how it is developed by <b>key details</b> .	
<u><b>ELA.2.AOR.2.1</b></u>	Identify and explain an <b>explicit theme</b> in a literary text.	
<u><b>ELA.1.AOR.2.1</b></u>	Retell a story using main story elements and identify a <b>lesson</b> in a literary text.	Retelling using a <i>lesson</i> will progress into <i>theme</i> in second grade.
<u><b>ELA.K.AOR.2.1</b></u>	Retell familiar stories using main <b>story elements</b> in a literary text.	Retelling using <i>story elements</i> will progress into <i>theme</i> in second grade.

## Applications of Reading (AOR)

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

Code	Central Idea	Indicator Insights
<b><u>ELA.E4.AOR.2.2</u></b>	Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.	Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.
<b><u>ELA.E3.AOR.2.2</u></b>	Analyze the development of similar central ideas across historical speeches or essays from different <b>time periods, places, and/or cultures</b> .	Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.
<b><u>ELA.E2.AOR.2.2</u></b>	Analyze how the author of a <b>historical speech or essay</b> uses supporting details to develop the central idea over the course of a text.	Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.
<b><u>ELA.E1.AOR.2.2</u></b>	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.	
<b><u>ELA.8.AOR.2.2</u></b>	Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	<i>Within and across texts</i> can refer to one or more texts.
<b><u>ELA.7.AOR.2.2</u></b>	Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.	
<b><u>ELA.6.AOR.2.2</u></b>	Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text.	
<b><u>ELA.5.AOR.2.2</u></b>	Explain the development of a stated or implied central idea over the course of an informational text.	
<b><u>ELA.4.AOR.2.2</u></b>	Identify and explain a stated or <b>implied central</b> idea and how it is developed by supporting details in an informational text.	

Code	Central Idea	Indicator Insights
<b><u>ELA.3.AOR.2.2</u></b>	Determine and explain a <b>stated central idea</b> and supporting details in an informational text.	
<b><u>ELA.2.AOR.2.2</u></b>	Identify and explain a central idea and supporting details in an informational text.	
<b><u>ELA.1.AOR.2.2</u></b>	Identify a <b>central idea</b> and supporting details in an informational text.	
<b><u>ELA.K.AOR.2.2</u></b>	Retell familiar texts by identifying the <b>topic</b> and <b>supporting details</b> in an informational text.	Retelling using a <i>topic</i> and <i>supporting details</i> will progress into <i>central idea</i> in first grade.

## Applications of Reading (AOR)

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

Code	Point of View and Perspective in Literary Texts	Indicator Insights
<b><u>ELA.E4.AOR.3.1</u></b>	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, <b>understatement</b> , or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and <b>style</b> of the text.	
<b><u>ELA.E3.AOR.3.1</u></b>	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., <b>satire</b> , sarcasm, or irony) in order to understand the perspective(s).	
<b><u>ELA.E2.AOR.3.1</u></b>	Analyze how an author creates effects such as suspense, humor, or <b>sarcasm</b> through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or <b>verbal irony</b> ).	
<b><u>ELA.E1.AOR.3.1</u></b>	Analyze how an author creates effects such as suspense or <b>humor</b> through differences in the perspectives of the characters and the reader (e.g., <b>situational or dramatic irony</b> ).	
<b><u>ELA.8.AOR.3.1</u></b>	Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.	
<b><u>ELA.7.AOR.3.1</u></b>	a. Explain the influence of a narrator(s), including an <b>unreliable narrator(s)</b> , and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.	<i>Perspective leads to irony in English 1.</i>
<b><u>ELA.6.AOR.3.1</u></b>	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.	<i>Perspective leads to irony in English 1.</i>
<b><u>ELA.5.AOR.3.1</u></b>	a. Explain how the point of view from which a story is narrated influences how events are described; and b. explain how an author reveals one or more characters’ perspectives in a literary text.	<i>See the glossary for insight on point of view and perspective.</i>

Code	Point of View and Perspective in Literary Texts	Indicator Insights
<b><u>ELA.4.AOR.3.1</u></b>	a. Compare and contrast the <b>point of view</b> from which different stories are narrated, including the difference between <b>first person</b> and <b>third person</b> ; and b. explain how different characters' perspectives impact a literary text.	See the glossary for insight on <i>point of view</i> and <i>perspective</i> .
<b><u>ELA.3.AOR.3.1</u></b>	Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.	See the glossary for insight on <i>perspective</i> .
<b><u>ELA.2.AOR.3.1</u></b>	Identify different <b>characters' perspectives</b> in a literary text.	See the glossary for insight on <i>perspective</i> .
<b><u>ELA.1.AOR.3.1</u></b>	Identify and explain who is telling the story at various points in the story.	
<b><u>ELA.K.AOR.3.1</u></b>	Identify and explain the roles of the <b>author</b> and the <b>illustrator</b> of a story.	



## Applications of Reading (AOR)

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

Code	Perspective and Purpose in Informational Texts	Indicator Insights
<b><u>ELA.E4.AOR.4.1</u></b>	Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.	Refer to the <i>Rhetoric Support Document</i> for rhetoric support.
<b><u>ELA.E3.AOR.4.1</u></b>	Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.	Refer to the <i>Rhetoric Support Document</i> for rhetoric support.
<b><u>ELA.E2.AOR.4.1</u></b>	Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.	Refer to the <i>Rhetoric Support Document</i> for rhetoric support.
<b><u>ELA.E1.AOR.4.1</u></b>	Analyze an author’s perspective or purpose in a text, and analyze how the author’s rhetoric contributes to the effectiveness of the text.	Refer to the <i>rhetoric Support Document</i> for rhetoric support.
<b><u>ELA.8.AOR.4.1</u></b>	Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	Refer to the <i>Rhetoric Support Document</i> for rhetoric support.
<b><u>ELA.7.AOR.4.1</u></b>	Determine an author’s perspective or purpose in a text and determine how an author uses <b>rhetoric</b> to advance that perspective or purpose.	Refer to the <i>Rhetoric Support Document</i> for rhetoric support.
<b><u>ELA.6.AOR.4.1</u></b>	Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.	
<b><u>ELA.5.AOR.4.1</u></b>	Compare and contrast a <b>primary account</b> and a <b>secondary account</b> of the same event or topic, while identifying how the different perspectives impact the content of the text.	When comparing and contrasting <i>perspectives</i> (especially when working with primary and secondary sources), students will build upon a foundation for recognizing bias, reliability,

Code	Perspective and Purpose in Informational Texts	Indicator Insights
		and credibility in subsequent grades.
<b><u>ELA.4.AOR.4.1</u></b>	Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	
<b><u>ELA.3.AOR.4.1</u></b>	Determine and explain an author’s purpose (e.g., what an author wants to answer, explain, or describe); identify an <b>author’s perspective</b> on a <b>topic</b> .	
<b><u>ELA.2.AOR.4.1</u></b>	Identify and explain an <b>author’s purpose</b> in a text, including what the author wants to answer, explain, or describe.	At this level, students describe an <i>author’s purpose</i> by generating responses in complete sentences using non-prescribed (i.e., non-formulaic) words.
<b><u>ELA.1.AOR.4.1</u></b>	Distinguish between information provided by <b>illustrations</b> or <b>pictures</b> and information provided by the words in a text.	
<b><u>ELA.K.AOR.4.1</u></b>	Identify and explain the roles of the <b>author</b> and the <b>illustrator</b> in an informational text.	

## Applications of Reading (AOR)

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

Code	Literary Text Structure	Indicator Insights
<b><u>ELA.E4.AOR.5.1</u></b>	Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.	
<b><u>ELA.E3.AOR.5.1</u></b>	Analyze how an author uses <b>diction</b> , <b>syntax</b> , and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.	
<b><u>ELA.E2.AOR.5.1</u></b>	Analyze how an author's choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or <b>surprise</b> .	
<b><u>ELA.E1.AOR.5.1</u></b>	Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.	
<b><u>ELA.8.AOR.5.1</u></b>	Determine and explain how an author's choices in structuring a text, including the <b>manipulation of time</b> (e.g., <b>flashback</b> and <b>foreshadowing</b> ), create effects such as <b>mystery</b> or <b>suspense</b> .	
<b><u>ELA.7.AOR.5.1</u></b>	Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its <b>meaning</b> .	
<b><u>ELA.6.AOR.5.1</u></b>	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of <b>theme</b> , <b>setting</b> , or <b>plot</b> .	
<b><u>ELA.5.AOR.5.1</u></b>	Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.	
<b><u>ELA.4.AOR.5.1</u></b>	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).	
<b><u>ELA.3.AOR.5.1</u></b>	Explain how sections of literary text (e.g., <b>paragraphs</b> , <b>chapters</b> , <b>scenes</b> , and <b>stanzas</b> ) build on one another and contribute to the overall structure.	
<b><u>ELA.2.AOR.5.1</u></b>	Describe the basic <b>structure</b> of a literary text (e.g., narrative, drama, and poem).	

Code	Literary Text Structure	Indicator Insights
<b><u>ELA.1.AOR.5.1</u></b>	Identify and explain the differences between texts that tell stories and texts that provide information.	
<b><u>ELA.K.AOR.5.1</u></b>	Identify and describe the <b>basic characteristics</b> of literary text to include <b>narrative, drama, and poetry</b> .	

## Applications of Reading (AOR)

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

Code	Informational Text Features and Structures	Indicator Insights
<b><u>ELA.E4.AOR.5.2</u></b>	Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.	
<b><u>ELA.E3.AOR.5.2</u></b>	Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.	
<b><u>ELA.E2.AOR.5.2</u></b>	Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.	
<b><u>ELA.E1.AOR.5.2</u></b>	Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.	
<b><u>ELA.8.AOR.5.2</u></b>	Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	
<b><u>ELA.7.AOR.5.2</u></b>	Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an <b>author's purpose</b> in an informational text.	
<b><u>ELA.6.AOR.5.2</u></b>	Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	
<b><u>ELA.5.AOR.5.2</u></b>	Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	
<b><u>ELA.4.AOR.5.2</u></b>	Explain how basic text features contribute to meaning in an informational text; identify the <b>text structures of problem and solution, chronological</b> , and/or <b>compare and contrast</b> .	<i>Chronological order</i> refers to order in terms of time. Instruction should include all previous learned structures to include: <i>sequence, description/list, and cause and effect.</i>

<b>Code</b>	<b>Informational Text Features and Structures</b>	<b>Indicator Insights</b>
<b><u>ELA.3.AOR.5.2</u></b>	Explain how basic text features contribute to meaning in an informational text; identify the <b>text structures of description/list</b> and/or <b>cause and effect</b> .	Instruction should include all previously learned structures to include <i>sequence</i> .
<b><u>ELA.2.AOR.5.2</u></b>	Explain how text features contribute to <b>meaning</b> in an informational text; identify the <b>text structure of sequence</b> .	<i>Sequence</i> is a specific order of events or steps of a process.
<b><u>ELA.1.AOR.5.2</u></b>	Use text features such as <b>captions, graphs, glossaries, tables of content, and maps</b> to locate <b>key facts</b> or information in a text.	Instruction can go beyond the terms listed in the indicator.
<b><u>ELA.K.AOR.5.2</u></b>	Identify and use <b>text features</b> such as <b>titles, headings, subheadings, illustrations, and/or photographs</b> to predict and confirm the <b>topic</b> of informational texts.	Instruction can go beyond the terms listed in the indicator.

## Applications of Reading (AOR)

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

Code	Argument and Rhetoric	Indicator Insights
<b><u>ELA.E4.AOR.5.3</u></b>	Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author’s use of information.	Refer to the <i>Rhetoric Support Document</i> for support. The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.E3.AOR.5.3</u></b>	Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author’s use of information.	Refer to the <i>Rhetoric Support Document</i> for support. The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.E2.AOR.5.3</u></b>	Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author’s reasoning, rhetoric, and/or <b>validity of claims</b> .	Refer to the <i>Rhetoric Support Document</i> for support. The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.E1.AOR.5.3</u></b>	Analyze an author’s argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.	Refer to the <i>Rhetoric Support Document</i> for support. The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.8.AOR.5.3</u></b>	Trace the development of an author’s argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.	Refer to the <i>Rhetoric Support Document</i> for support. The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.7.AOR.5.3</u></b>	Trace the development of an author’s argument while explaining the types of reasoning and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	Refer to the <i>Rhetoric Support Document</i> for support.

Code	Argument and Rhetoric	Indicator Insights
		The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.6.AOR.5.3</u></b>	Trace the development of an author’s argument while identifying the <b>types of reasoning</b> used and/or the <b>rhetorical appeal of ethos, pathos, or logos</b> in an informational text.	Refer to the <i>Rhetoric Support Document</i> for support. The <i>types of reasoning</i> are inductive, deductive, and causal.
<b><u>ELA.5.AOR.5.3</u></b>	Determine an author’s <b>argument</b> and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	
<b><u>ELA.4.AOR.5.3</u></b>	Explain an author’s use of reasons and <b>evidence</b> to support a claim(s) in an informational text.	
<b><u>ELA.3.AOR.5.3</u></b>	Identify an author’s <b>claim</b> , and explain how an author uses reasons to support that claim in an informational text.	
<b><u>ELA.2.AOR.5.3</u></b>	Identify when an author expresses an opinion and uses <b>reasons</b> to support that opinion in an informational text.	
<b><u>ELA.1.AOR.5.3</u></b>	Identify and explain the differences between <b>facts</b> and <b>opinions</b> about a <b>topic</b> in an informational text.	
<b><u>ELA.K.AOR.5.3</u></b>	Identify an author’s <b>opinion</b> about a topic in an informational text.	



## Applications of Reading (AOR)

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

Code	Summarizing and Paraphrasing	Indicator Insights
<b><u>ELA.E4.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.E3.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.E2.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.E1.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

<b>Code</b>	<b>Summarizing and Paraphrasing</b>	<b>Indicator Insights</b>
<b><u>ELA.8.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.7.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.6.AOR.6.1</u></b>	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.5.AOR.6.1</u></b>	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.4.AOR.6.1</u></b>	Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for

Code	Summarizing and Paraphrasing	Indicator Insights
		the Communication and Research indicators, as applicable.
<b><u>ELA.3.AOR.6.1</u></b>	Summarize a text to enhance comprehension: a. include <b>plot, theme</b> , and <b>key details</b> for a literary text; and b. include a central idea and supporting details for an informational text.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.
<b><u>ELA.2.AOR.6.1</u></b>	Retell a text to enhance comprehension: a. include main story elements in a <b>logical sequence</b> for a literary text; and b. include a central idea and supporting details for an informational text.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable. <i>ELA.2.AOR.6.1a Main story elements</i> can include characters, settings, and important events. Refer to ELA.2.AOR.5.2 for more support with <i>sequencing</i> .
<b><u>ELA.1.AOR.6.1</u></b>	Retell a text orally and in writing to enhance comprehension: a. include <b>main story elements</b> at the beginning, middle, and end for a literary text; and b. include a <b>central idea</b> and supporting details for an informational text.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

Code	Summarizing and Paraphrasing	Indicator Insights
		ELA.1.AOR.6.1a <i>Main story elements</i> can include characters, settings, and important events.
<b><u>ELA.K.AOR.6.1</u></b>	Retell a text orally to enhance comprehension: a. include <b>main character(s)</b> , <b>setting</b> , and <b>important events</b> for a story; and b. include <b>topic</b> and <b>supporting details</b> for an informational text.	This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

## Applications of Reading (AOR)

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

Code	Determining Meaning	Indicator Insights
<b><u>ELA.E4.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>	
<b><u>ELA.E3.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>	
<b><u>ELA.E2.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>	

Code	Determining Meaning	Indicator Insights
<b><u>ELA.E1.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases;</li> <li>b. use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>	
<b><u>ELA.8.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases;</li> <li>b. use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, <b>etymology</b>, or standard usage of words.</li> </ul>	
<b><u>ELA.7.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies: <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases;</li> <li>b. use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ul>	
<b><u>ELA.6.AOR.7.1</u></b>	Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies. <ul style="list-style-type: none"> <li>a. use <b>context</b> (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases;</li> </ul>	In grade 5, <i>context clues</i> refer to the five types of context clues in the <i>Vocabulary Support Document</i> . In grade 6, <i>context</i> refers to the

Code	Determining Meaning	Indicator Insights
	<ul style="list-style-type: none"> <li>b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ul>	position and function of the word in the text.
<b><u>ELA.5.AOR.7.1</u></b>	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases;</li> <li>b. consult print and digital reference materials to build and integrate background knowledge; and</li> <li>c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</li> </ul>	Refer to the <i>Vocabulary Support Document</i> for <i>context clues</i> insight.
<b><u>ELA.4.AOR.7.1</u></b>	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use context clues (e.g., definitions, examples, <b>restatements</b>) to determine the meaning of a word or phrase;</li> <li>b. consult print and digital reference materials to build and integrate background knowledge; and</li> <li>c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</li> </ul>	Refer to the <i>Vocabulary Support Document</i> for <i>context clues</i> insight.
<b><u>ELA.3.AOR.7.1</u></b>	<p>Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;</li> <li>b. consult print and digital reference materials to build and integrate background knowledge; and</li> <li>c. consult <b>print and digital reference materials</b> to find the pronunciation, part of speech, and to determine or clarify the <b>precise meaning</b> of words and phrases.</li> </ul>	Refer to the <i>Vocabulary Support Document</i> for <i>context clues</i> insight.

Code	Determining Meaning	Indicator Insights
<b><u>ELA.2.AOR.7.1</u></b>	Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: <ul style="list-style-type: none"> <li>a. use sentence-level context clues (e.g., <b>definitions</b>, examples) to determine the meaning of a word or phrase;</li> <li>b. use reference materials to build and integrate background knowledge;</li> <li>c. use <b>glossaries</b> and <b>dictionaries</b> to determine the meaning of words and phrases; and</li> <li>d. use words and phrases acquired through conversations, reading, and responding to texts.</li> </ul>	Refer to the <i>Vocabulary Support Document</i> for <i>context clues</i> insight.
<b><u>ELA.1.AOR.7.1</u></b>	Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: <ul style="list-style-type: none"> <li>a. use <b>sentence-level context clues</b> (e.g., <b>examples</b>) to determine the meaning of a word or phrase;</li> <li>b. use provided reference materials to build and integrate <b>background knowledge</b>;</li> <li>c. use provided <b>reference materials</b> to determine the meaning of words and phrases; and</li> <li>d. use words and phrases acquired through conversations, being read to, and responding to texts.</li> </ul>	Refer to the <i>Vocabulary Support Document</i> for <i>context clues</i> insight.
<b><u>ELA.K.AOR.7.1</u></b>	Determine the meaning of known and unknown words and phrases, choosing from an array of strategies: <ul style="list-style-type: none"> <li>a. ask and answer questions about words and phrases to determine their meaning; and</li> <li>b. use words and phrases acquired through conversations, being read to, and responding to texts.</li> </ul>	



## Applications of Reading (AOR)

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

Code	Word Meaning Within Text	Indicator Insights
<b><u>ELA.E4.AOR.8.1</u></b>	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., irony) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).	Refer to the glossary for more information including specific types of <i>figurative language</i> students are expected to know.
<b><u>ELA.E3.AOR.8.1</u></b>	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., understatement) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).	Refer to the glossary for more information including specific types of <i>figurative language</i> students are expected to know.
<b><u>ELA.E2.AOR.8.1</u></b>	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text; b. analyze nuances in the meanings of words with similar denotation; and c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).	Refer to the glossary for more information including specific types of <i>figurative language</i> students are expected to know.
<b><u>ELA.E1.AOR.8.1</u></b>	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: a. interpret figures of speech (e.g., pun) in context and analyze how they function within a text;	Refer to the glossary for more information on <i>figurative language</i> .

Code	Word Meaning Within Text	Indicator Insights
	<ul style="list-style-type: none"> <li>b. analyze nuances in the meanings of words with similar denotation; and</li> <li>c. analyze the impact of specific word choices on <b>meaning</b> and <b>tone</b> (e.g., how the language of a government document differs from that of a newspaper).</li> </ul>	Refer to ELA.E1.AOR.1.2 for the types of <i>figurative language</i> students are expected to know at this grade level.
<b>ELA.8.AOR.8.1</b>	<p>Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</li> <li>b. determine the relationship between particular words to better understand each of the words; and</li> <li>c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</li> </ul>	<p>Refer to ELA.8.AOR.1.2 for the types of <i>figurative language</i> students are expected to know at this grade level.</p> <p>See previous grade levels for more information about <i>word relationships</i>.</p>
<b>ELA.7.AOR.8.1</b>	<p>Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</li> <li>b. determine the relationship between words; and</li> <li>c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</li> </ul>	<p>Refer to ELA.7.AOR.1.2 for the types of <i>figurative language</i> students are expected to know at this grade level.</p> <p>See previous grade levels for more information about <i>word relationships</i>.</p>
<b>ELA.6.AOR.8.1</b>	<p>Interpret an author’s use of figurative, <b>connotative</b>, and <b>technical language</b> in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. interpret <b>figures of speech</b> (e.g., metaphor) in context and analyze how they function within a text;</li> <li>b. determine the relationship between words; and</li> <li>c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</li> </ul>	<p>Refer to ELA.6.AOR.1.2 for the types of <i>figurative language</i> students are expected to know at this grade level.</p> <p>See previous grade levels for more information about <i>word relationships</i>.</p>
<b>ELA.5.AOR.8.1</b>	Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:	Refer to ELA.5.AOR.1.2 for the types of <i>figurative language</i> students are

Code	Word Meaning Within Text	Indicator Insights
	<ul style="list-style-type: none"> <li>a. recognize and explain the meaning of <b>figurative language</b>, including similes and metaphors, in context; and</li> <li>b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	expected to know at this grade level.
<b><u>ELA.4.AOR.8.1</u></b>	<p>Determine the author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps);</li> <li>b. explain the meaning of commonly occurring <b>similes, metaphors, and idioms</b>; and</li> <li>c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.</li> </ul>	Refer to ELA.4.AOR.1.2 for the types of <i>figurative language</i> students are expected to know at this grade level.
<b><u>ELA.3.AOR.8.1</u></b>	<p>Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. distinguish between <b>literal and nonliteral meanings of words</b> and phrases (e.g., take steps);</li> <li>b. identify real-life connections between words and their use (e.g., describe people who are helpful); and</li> <li>c. determine <b>relationships between words</b> (e.g., synonyms and antonyms) to better understand each of the words.</li> </ul>	
<b><u>ELA.2.AOR.8.1</u></b>	<p>Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. ask and answer questions about words and phrases to determine their meaning; and</li> <li>b. distinguish <b>nuances of meaning</b> between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny).</li> </ul>	
<b><u>ELA.1.AOR.8.1</u></b>	<p>Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> <li>a. ask and answer questions about words and phrases to determine their meaning;</li> <li>b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and</li> </ul>	

Code	Word Meaning Within Text	Indicator Insights
	c. define words by their category and simple attributes (e.g., an owl is a bird that flies).	
<b><u>ELA.K.AOR.8.1</u></b>	Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of <b>word relationships</b>;</li> <li>b. deepen understanding of words by relating words to their opposites; and</li> <li>c. identify and explain <b>descriptive words</b> and <b>phrases</b> that suggest feelings or appeal to the senses.</li> </ul>	

## Applications of Reading (AOR)

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

Code	Morphology	Indicator Insights
<b><u>ELA.E4.AOR.9.1</u></b>	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	Support for <i>etymology</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.E3.AOR.9.1</u></b>	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	Support for <i>etymology</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.E2.AOR.9.1</u></b>	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	Support for <i>etymology</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.E1.AOR.9.1</u></b>	Apply knowledge of <b>etymology</b> to determine new and/or clarify meanings of words and phrases in grade-level content.	Support for <i>etymology</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.8.AOR.9.1</u></b>	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	Support for <i>Greek and Latin roots</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.7.AOR.9.1</u></b>	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	Support for <i>Greek and Latin roots</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.6.AOR.9.1</u></b>	Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	Support for <i>Greek and Latin roots</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.5.AOR.9.1</u></b>	Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.	Support for <i>Greek and Latin roots</i> can be found in the

Code	Morphology	Indicator Insights
		<i>Vocabulary Support Document.</i>
<b><u>ELA.4.AOR.9.1</u></b>	Identify and use common <b>Greek and Latin roots</b> , <b>base words</b> , and <b>affixes</b> to determine the meaning of words in grade-appropriate content.	Support for <i>Greek and Latin roots</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.3.AOR.9.1</u></b>	Identify and use <b>derivational morphemes</b> , prefixes, <b>suffixes</b> , and phonic patterns to determine the meaning of words in grade-level content.	Support for <i>derivational morphemes, prefixes, suffixes, and phonic patterns</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.2.AOR.9.1</u></b>	Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate <b>prefixes</b> to determine the meaning of words in grade-level content.	Support for <i>phonic patterns, inflectional morphemes, and prefixes</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.1.AOR.9.1</u></b>	Identify and use <b>phonic patterns</b> and <b>inflectional morphemes</b> that do not change the spelling of the base word.	Support for <i>phonic patterns and inflectional morphemes</i> can be found in the <i>Vocabulary Support Document</i> .
<b><u>ELA.K.AOR.9.1</u></b>	Use knowledge of <b>morphemes</b> to extract meaning from oral language in grade-appropriate content.	Use the <i>morpheme</i> of the root word to understand unfamiliar words in oral language. E.g., “He is unkind.” Kind is the root word. Students use understanding of kind to understand unkind.

## Applications of Reading (AOR)

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

Code	Print and Non-Print Formats	Indicator Insights
<b><u>ELA.E4.AOR.10.1</u></b>	Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	
<b><u>ELA.E3.AOR.10.1</u></b>	Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	
<b><u>ELA.E2.AOR.10.1</u></b>	Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	
<b><u>ELA.E1.AOR.10.1</u></b>	Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	
<b><u>ELA.8.AOR.10.1</u></b>	Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media's portrayal of the text or subject impacts the audience.	
<b><u>ELA.7.AOR.10.1</u></b>	Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and analyze how each media's portrayal of the text or subject impacts the audience.	
<b><u>ELA.6.AOR.10.1</u></b>	Analyze a text or subject presented through <b>multimedia formats</b> (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media's portrayal of the text or subject impacts the <b>audience</b> .	
<b><u>ELA.5.AOR.10.1</u></b>	Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject.	

<b>Code</b>	<b>Print and Non-Print Formats</b>	<b>Indicator Insights</b>
<b><u>ELA.4.AOR.10.1</u></b>	Determine and explain how visuals (e.g., illustrations, photographs, maps) and/or <b>multimedia elements</b> (e.g., video, audio) contribute to the meaning of a print or non-print text.	
<b><u>ELA.3.AOR.10.1</u></b>	Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.	
<b><u>ELA.2.AOR.10.1</u></b>	Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.	
<b><u>ELA.1.AOR.10.1</u></b>	Use visuals (e.g., illustrations, photographs) to describe the <b>key or supporting details</b> in a text.	
<b><u>ELA.K.AOR.10.1</u></b>	Describe the relationship between <b>visuals</b> (e.g., illustrations, photographs) and the text.	



## Research (R)

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

Code	Research	Indicator Insights
<b><u>ELA.E4.R.1.1</u></b>	Conduct short and more sustained research to answer questions or solve problems by: a. answering self-generated questions about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.E4.R.1.2</u></b>	Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	
<b><u>ELA.E4.R.1.3</u></b>	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.	
<b><u>ELA.E4.R.1.4</u></b>	Synthesize and logically organize findings as relevant to the purpose and audience.	
<b><u>ELA.E4.R.1.5</u></b>	Follow a standard academic style guide for citation to avoid plagiarism.	Refer to OE.5 for more information about citing sources.

<b>Code</b>	<b>Research</b>	<b>Indicator Insights</b>
<b><u>ELA.E3.R.1.1</u></b>	Conduct short and more sustained research to answer questions or solve a problem(s) by: a. answering self-generated questions about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.E3.R.1.2</u></b>	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	
<b><u>ELA.E3.R.1.3</u></b>	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	
<b><u>ELA.E3.R.1.4</u></b>	Synthesize and logically organize findings as relevant to the purpose and audience.	
<b><u>ELA.E3.R.1.5</u></b>	Follow a standard academic style guide for citation to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.E2.R.1.1</u></b>	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant

Code	Research	Indicator Insights
		information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.E2.R.1.2</u></b>	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	
<b><u>ELA.E2.R.1.3</u></b>	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	
<b><u>ELA.E2.R.1.4</u></b>	Logically organize findings as relevant to the purpose and <b>audience</b> .	
<b><u>ELA.E2.R.1.5</u></b>	Follow a standard academic style guide for citation to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.E1.R.1.1</u></b>	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and <b>audience</b> .	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.E1.R.1.2</u></b>	Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	
<b><u>ELA.E1.R.1.3</u></b>	Analyze findings to determine relevance to the topic and purpose of inquiry.	

Code	Research	Indicator Insights
<b><u>ELA.E1.R.1.4</u></b>	Logically organize findings as relevant to the purpose.	
<b><u>ELA.E1.R.1.5</u></b>	Follow a standard academic style guide for citation to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.8.R.1.1</u></b>	Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.8.R.1.2</u></b>	Analyze the credibility and <b>relevance</b> of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	
<b><u>ELA.8.R.1.3</u></b>	Analyze findings to determine relevance to the topic.	
<b><u>ELA.8.R.1.4</u></b>	Logically organize findings as relevant to the <b>purpose</b> .	
<b><u>ELA.8.R.1.5</u></b>	Cite sources to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.7.R.1.1</u></b>	Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the <b>purpose</b> .	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

Code	Research	Indicator Insights
		A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.7.R.1.2</u></b>	Determine the credibility of one or more sources consulted and use the most credible source(s).	
<b><u>ELA.7.R.1.3</u></b>	Determine which source(s) and/or information is relevant to the topic.	
<b><u>ELA.7.R.1.4</u></b>	Logically organize findings.	
<b><u>ELA.7.R.1.5</u></b>	Cite sources to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.6.R.1.1</u></b>	Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as <b>relevant to the topic</b> .	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.

Code	Research	Indicator Insights
<b><u>ELA.6.R.1.2</u></b>	Determine the credibility of one or more sources consulted and use the most credible source(s).	
<b><u>ELA.6.R.1.3</u></b>	Determine which source(s) and/or information is relevant to the topic.	
<b><u>ELA.6.R.1.4</u></b>	Logically organize findings.	
<b><u>ELA.6.R.1.5</u></b>	Cite sources to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.5.R.1.1</u></b>	Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and <b>multimedia sources</b> .	While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted. A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.5.R.1.2</u></b>	Determine the credibility of the source(s) consulted and use the most credible source(s).	
<b><u>ELA.5.R.1.3</u></b>	Determine which information is relevant to the topic.	
<b><u>ELA.5.R.1.4</u></b>	Logically group related findings.	
<b><u>ELA.5.R.1.5</u></b>	Cite sources to avoid plagiarism.	Refer to OE.5 for more information about citing sources.

Code	Research	Indicator Insights
<b><u>ELA.4.R.1.1</u></b>	Conduct short <b>research</b> for inquiry by: a. generating a question about a <b>topic</b> ; and b. examining a <b>provided source</b> .	Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.4.R.1.2</u></b>	Determine the <b>credibility of a provided source</b> .	
<b><u>ELA.4.R.1.3</u></b>	Determine which information is <b>relevant to the topic</b> .	
<b><u>ELA.4.R.1.4</u></b>	Group related <b>findings</b> .	
<b><u>ELA.4.R.1.5</u></b>	Cite sources to avoid plagiarism.	Refer to OE.5 for more information about citing sources.
<b><u>ELA.3.R.1.1</u></b>	Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.	<i>Narrowing a topic</i> means asking exploratory questions for the purpose of focusing and refining research. <i>Broadening</i> means exploring a topic for the purpose of expanding thinking. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.3.R.1.2</u></b>	<b>Group findings</b> from a provided print or non-print source.	
<b><u>ELA.3.R.1.3</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.3.R.1.4</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.3.R.1.5</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.2.R.1.1</u></b>	Ask and answer questions about print and non-print sources to <b>narrow or broaden thinking</b> .	<i>Narrowing a topic</i> means asking exploratory questions for the purpose of focusing and refining research.

Code	Research	Indicator Insights
		<i>Broadening</i> means exploring a topic for the purpose of expanding thinking. Refer to the <i>Research Support Document</i> for research support.
<b><u>ELA.2.R.1.2</u></b>	<b>Sequence information</b> from a provided print or non-print source.	
<b><u>ELA.2.R.1.3</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.2.R.1.4</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.2.R.1.5</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.1.R.1.1</u></b>	Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	Refer to the <i>Research Support Document</i> for support with types of questions.
<b><u>ELA.1.R.1.2</u></b>	<i>Instruction of this indicator begins in second grade.</i>	
<b><u>ELA.1.R.1.3</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.1.R.1.4</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.1.R.1.5</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.K.R.1.1</u></b>	Ask and answer <b>questions</b> (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	Refer to the <i>Research Support Document</i> for support with types of questions.
<b><u>ELA.K.R.1.2</u></b>	<i>Instruction of this indicator begins in second grade.</i>	
<b><u>ELA.K.R.1.3</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.K.R.1.4</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	
<b><u>ELA.K.R.1.5</u></b>	<i>Instruction of this indicator begins in fourth grade.</i>	



## Written and Oral Communications (C)

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

Code	Argumentative Writing	Indicator Insights
<b><u>ELA.E4.C.1.1</u></b>	<p>Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;</li> <li>b. develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audience’s knowledge level and possible <b>biases</b>;</li> <li>c. use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;</li> <li>d. use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;</li> <li>e. establish and maintain a writing style appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	Refer to ELA.E4.AOR.5.3 for insight into how and when students evaluate and critique multiple arguments.
<b><u>ELA.E3.C.1.1</u></b>	<p>Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;</li> <li>b. develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both;</li> <li>c. use varied <b>diction</b> and <b>syntax</b> to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;</li> </ul>	Refer to ELA.E3.AOR.5.3 for insight into how and when students evaluate multiple arguments.

Code	Argumentative Writing	Indicator Insights
	<ul style="list-style-type: none"> <li>d. use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;</li> <li>e. establish and maintain a writing style appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	
<b><u>ELA.E2.C.1.1</u></b>	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a precise claim(s) and use valid reasoning supported by relevant and <b>sufficient evidence</b> from a variety of credible sources to demonstrate an understanding of the topic and/or texts;</li> <li>b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</li> <li>c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;</li> <li>d. establish a tone and <b>style</b> appropriate to the purpose and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>	Refer to ELA.E2.AOR.5.3 for insight into how and when students evaluate multiple arguments.
<b><u>ELA.E1.C.1.1</u></b>	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;</li> <li>b. acknowledge and refute at least one counterclaim with relevant evidence;</li> <li>c. create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</li> <li>d. link the major sections of the text cohesively;</li> <li>e. establish a tone and style appropriate to the purpose; and</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	Refer to ELA.E1.AOR.5.3 for insight into how and when students evaluate multiple arguments.

Code	Argumentative Writing	Indicator Insights
<b><u>ELA.8.C.1.1</u></b>	<p>Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>b. acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>c. use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>d. establish and maintain a <b>tone</b> appropriate to the task and audience; and</li> <li>e. provide a concluding statement or section that supports the argument presented.</li> </ul>	Refer to ELA.8.AOR.5.3 for insight into how and when students analyze arguments.
<b><u>ELA.7.C.1.1</u></b>	<p>Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using logical reasoning supported by facts, data, and/or <b>statistics</b> as evidence from a credible source(s);</li> <li>c. acknowledge a <b>counterclaim</b>;</li> <li>d. use an organizational structure appropriate to the purpose and task;</li> <li>e. use transitions to clarify the relationships between claims and reasons;</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	Refer to ELA.7.AOR.5.3 for insight into how and when students trace the development of arguments.
<b><u>ELA.6.C.1.1</u></b>	<p>Write arguments to support a claim with clear reasons and <b>relevant evidence</b>. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using <b>logical reasoning</b> supported by facts and/or <b>data</b> as evidence from a credible source(s);</li> <li>c. acknowledge an <b>alternative perspective</b>;</li> <li>d. use an organizational structure appropriate to the <b>purpose</b> and <b>task</b>;</li> <li>e. use transitions to clarify the relationship(s) between claim and reasons; and</li> </ul>	<p>Refer to ELA.6.AOR.5.3 for insight into how and when students trace the development of arguments and reasoning.</p> <p>See <i>Glossary</i> and <i>Rhetoric Support Document</i> for clarity on alternative perspective.</p>

Code	Argumentative Writing	Indicator Insights
	f. provide a concluding statement or section that follows from the argument presented.	
<b><u>ELA.5.C.1.1</u></b>	Write arguments to make a claim about a topic. When writing: a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an <b>organizational structure</b> in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section.	Refer to ELA.5.AOR.5.3 for insight into how and when students determine and trace arguments, claims, and reasoning.
<b><u>ELA.4.C.1.1</u></b>	Write <b>arguments</b> to make a <b>claim</b> about a topic. When writing: a. introduce a topic and state an opinion about the topic; b. provide reasons supported by <b>facts</b> from a <b>credible source(s)</b> ; and c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section.	Refer to ELA.4.AOR.5.3 for insight into how and when students explain the use of reasons and evidence to support claims.
<b><u>ELA.3.C.1.1</u></b>	Write opinion pieces about a topic. When writing: a. introduce a topic; include an opinion statement; b. include reasons supported by details from a <b>provided source</b> ; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement.	Refer to ELA.3.AOR.5.3 for insight into how and when students explain the use of reasons to support opinion.
<b><u>ELA.2.C.1.1</u></b>	Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons with <b>details</b> to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement.	Refer to ELA.2.AOR.5.3 for insight into how and when students identify opinions and use reasons to support opinions.
<b><u>ELA.1.C.1.1</u></b>	Write <b>opinion</b> pieces about a topic. When writing: a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate <b>transitions</b> ; and c. provide a <b>concluding statement or idea</b> .	Refer to ELA.1.AOR.5.3 for insight into how and when students identify and explain opinions.
<b><u>ELA.K.C.1.1</u></b>	Use a combination of <b>drawing</b> , <b>dictating</b> , and <b>writing</b> to state a <b>topic</b> and communicate an <b>opinion</b> and a supporting <b>reason</b> .	Refer to ELA.K.AOR.5.3 for insight into how and when students identify opinions.

## Written and Oral Communications (C)

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

Code	Informative/Expository Writing	Indicator Insights
<b><u>ELA.E4.C.2.1</u></b>	<p>Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;</li> <li>develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>use varied transitions and <b>syntax</b> to link the major sections of the text and clarify the relationships between complex ideas and concepts;</li> <li>use precise language and vocabulary appropriate to the complexity of the topic;</li> <li>establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. Students are expected to continue to include <i>thoughtful elaboration</i> in writing as well as <i>vocabulary appropriate to the complexity of the topic</i>.</p>
<b><u>ELA.E3.C.2.1</u></b>	<p>Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and organize complex concepts and information;</li> <li>develop the topic by selecting relevant facts, definitions, details, quotations, <b>statistics</b>, data, and/or other information and examples appropriate to the audience’s knowledge of the topic;</li> <li>use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;</li> <li>use precise language and vocabulary appropriate to the complexity of the topic;</li> <li>establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and</li> </ol>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. Students are expected to continue to include <i>thoughtful elaboration</i> in writing as well as <i>vocabulary appropriate to the complexity of the topic</i>.</p>

Code	Informative/Expository Writing	Indicator Insights
	f. provide a concluding statement or section that supports the information presented.	
<b><u>ELA.E2.C.2.1</u></b>	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions;</li> <li>b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, <b>data</b>, and/or other information appropriate for the audience;</li> <li>c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;</li> <li>d. use precise language and vocabulary appropriate to the complexity of the topic;</li> <li>e. establish and maintain a style and objective tone appropriate to the task and purpose; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. Students are expected to continue to include <i>thoughtful elaboration</i> in writing as well as <i>vocabulary appropriate to the complexity of the topic</i>.</p>
<b><u>ELA.E1.C.2.1</u></b>	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions;</li> <li>b. develop a topic with relevant and <b>sufficient facts</b>, definitions, details, quotes, examples, and/or other information appropriate for the audience;</li> <li>c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;</li> <li>d. use precise language and vocabulary appropriate to the complexity of the topic;</li> <li>e. use a tone and style appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. The word <i>sufficient</i> appears in OE.3 but is introduced within an indicator at this grade level; <i>sufficient</i> is synonymous with enough or adequate for the task. Students are expected to continue to include <i>thoughtful elaboration</i> in writing as well</p>

Code	Informative/Expository Writing	Indicator Insights
		<i>as vocabulary appropriate to the complexity of the topic.</i>
<b><u>ELA.8.C.2.1</u></b>	<p>Write informative texts to examine a topic and analyze information from <b>multiple</b> sources. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>use <b>varied</b> transitions to clarify the relationships between ideas and concepts;</li> <li>use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>establish a tone appropriate to the task and audience; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. <i>Thoughtful elaboration</i> is the original thinking and voice of the writer.</p>
<b><u>ELA.7.C.2.1</u></b>	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and organize ideas, concepts, and information using structures such as <b>definition</b>, <b>compare</b> and <b>contrast</b>, and/or <b>cause</b> and <b>effect</b>;</li> <li>develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>use precise language and thoughtful <b>elaboration</b> to inform or to explain the topic;</li> <li>establish a <b>tone</b> appropriate to the <b>task</b> and <b>audience</b>; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. <i>Thoughtful elaboration</i> is the original thinking and voice of the writer.</p>
<b><u>ELA.6.C.2.1</u></b>	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic clearly and organize information logically;</li> </ol>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.</p>

Code	Informative/Expository Writing	Indicator Insights
	<ul style="list-style-type: none"> <li>b. develop the topic with relevant facts, definitions, details, quotes, or other information and <b>examples</b>;</li> <li>c. use appropriate transitions to clarify the relationships among ideas and <b>concepts</b>;</li> <li>d. use precise language and vocabulary to inform or to explain the topic; and</li> <li>e. provide a concluding statement or section.</li> </ul>	At this grade level, quotes can be direct or indirect.
<b><u>ELA.5.C.2.1</u></b>	<p>Write informative texts to examine a topic and convey ideas and information clearly. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic;</li> <li>b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop <b>structure</b>;</li> <li>c. use precise language and vocabulary to explain the topic;</li> <li>d. use and explain information from a provided source(s); and</li> <li>e. provide a concluding statement or section.</li> </ul>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. At this grade level, quotes can be direct or indirect. <i>Provided source</i> refers to a source given to students by the teacher.</p>
<b><u>ELA.4.C.2.1</u></b>	<p>Write informative/explanatory texts to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly;</li> <li>b. develop the topic with facts, definitions, details, and/or <b>quotes</b> related to the topic;</li> <li>c. group related information into paragraphs and/or <b>sections</b> using transitional words and phrases to link ideas;</li> <li>d. use precise language and vocabulary to inform or explain about the topic;</li> <li>e. use and explain information from a provided source(s); and</li> <li>f. provide a concluding statement or section.</li> </ul>	<p>Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics. In grade four, writing <i>informative pieces</i> progresses to writing <i>informative texts</i>. At this grade level, quotes can be direct or indirect. <i>Provided source</i> refers to a source given to students by the teacher.</p>
<b><u>ELA.3.C.2.1</u></b>	<p>Write informative/explanatory pieces to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. develop the topic with facts, <b>definitions</b>, and/or details related to the topic;</li> <li>c. group information and use grade-appropriate <b>transitions</b> to link ideas;</li> </ul>	Informative pieces can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.



Code	Informative/Expository Writing	Indicator Insights
	<ul style="list-style-type: none"> <li>d. use precise language and vocabulary to inform or explain about the topic;</li> <li>e. use and explain information from a <b>provided source</b>; and</li> <li>f. provide a concluding statement or <b>section</b>.</li> </ul>	<p>Writing <i>informative pieces</i> progresses to writing <i>informative texts</i> in grade four.</p> <p><i>Provided source</i> refers to a source given to students by the teacher.</p>
<b><u>ELA.2.C.2.1</u></b>	<p>Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use <b>facts</b> and details to develop the topic; and</li> <li>c. provide a concluding statement.</li> </ul>	
<b><u>ELA.1.C.2.1</u></b>	<p>Write informative/explanatory pieces to name a topic and provide information about the topic. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. provide information with details to develop the topic; and</li> <li>c. provide a <b>concluding statement or idea</b>.</li> </ul>	
<b><u>ELA.K.C.2.1</u></b>	<p>Use a combination of <b>drawing, dictating</b>, and <b>writing</b> to compose <b>informative/explanatory pieces</b> about a <b>topic</b> with <b>supporting details</b>.</p>	

## Written and Oral Communications (C)

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

Code	Narrative Writing	Indicator Insights
<b><u>ELA.E4.C.3.1</u></b>	<p>Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim.</p> <p>When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance;</li> <li>use a variety of techniques to sequence events and build toward a particular <b>tone</b>;</li> <li>use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters;</li> <li>use precise words and language to develop the experiences, events, setting, and/or characters; and</li> <li>provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.</li> </ol>	<p><i>Narratives within other modes of writing</i> refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).</p>
<b><u>ELA.E3.C.3.1</u></b>	<p>Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim.</p> <p>When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>engage the reader by establishing a situation, setting up a problem or observation and establishing its <b>significance</b>;</li> <li>develop a clear progression of experiences or events;</li> <li>use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ol>	<p><i>Narratives within other modes of writing</i> refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).</p>

Code	Narrative Writing	Indicator Insights
	<ul style="list-style-type: none"> <li>e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing.</li> </ul>	
<b><u>ELA.E2.C.3.1</u></b>	<p>Write and intentionally <b>use narratives within other modes of writing</b>, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:</p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation and/or setting up a problem or observation;</li> <li>c. develop a clear progression of experiences or events;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing.</li> </ul>	<i>Narratives within other modes of writing</i> refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).
<b><u>ELA.E1.C.3.1</u></b>	<p>Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:</p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;</li> <li>c. develop a clear progression of experiences or events;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>f. provide an ending that connects to the intended purpose of the writing.</li> </ul>	

Code	Narrative Writing	Indicator Insights
<b><u>ELA.8.C.3.1</u></b>	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>provide an ending that connects to the intended purpose of the writing.</li> </ol>	<p><i>Plot structure</i> development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.</p>
<b><u>ELA.7.C.3.1</u></b>	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the <b>development</b>, <b>organization</b>, and <b>style</b> are appropriate to task, <b>purpose</b>, and audience;</li> <li>engage the reader by establishing context and <b>point of view</b> and introducing a narrator and/or characters;</li> <li>organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal <b>time shifts</b>;</li> <li>use narrative techniques such as dialogue, <b>pacing</b>, and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and</li> <li>provide an ending that follows logically from the narrated experiences or events.</li> </ol>	<p><i>Time shifts</i> refers to temporal shifts (see first, second, and third grades, ELA.C.3.1). ELA.7.C.3.1c <i>Plot structure</i> development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.</p>
<b><u>ELA.6.C.3.1</u></b>	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using <b>effective techniques</b>, <b>relevant descriptive details</b>, and <b>well-structured event sequences</b>. When writing:</p>	<p><i>Plot structure</i> development involves students' application of the terms exposition, rising</p>

Code	Narrative Writing	Indicator Insights
	<ul style="list-style-type: none"> <li>a. produce clear and coherent writing appropriate to the <b>task</b> and <b>audience</b>;</li> <li>b. establish <b>context</b> and introduce a narrator and/or characters;</li> <li>c. organize a <b>logical</b> plot structure;</li> <li>d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters;</li> <li>e. use precise words and phrases, relevant descriptive details, and <b>figurative language</b> to convey experiences and events; and</li> <li>f. provide an ending that follows logically from the narrated experiences or events.</li> </ul>	<p>action, climax, falling action, and conclusion rather than recall of definitions.</p>
<u><b>ELA.5.C.3.1</b></u>	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> <li>a. establish a situation and setting;</li> <li>b. introduce a narrator and characters;</li> <li>c. establish a plot structure;</li> <li>d. use narrative techniques such as dialogue, <b>precise words</b>, descriptive language, and sensory details to develop events, setting, and characters;</li> <li>e. use a variety of transitional words and phrases to sequence the events; and</li> <li>f. provide an ending that follows logically from the narrated experiences or events.</li> </ul>	<p><i>Plot structure</i> development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.</p>
<u><b>ELA.4.C.3.1</b></u>	<p>Write narratives developing real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> <li>a. establish a <b>situation</b> and setting;</li> <li>b. introduce a narrator and/or characters;</li> <li>c. organize a plot structure;</li> <li>d. use narrative techniques such as <b>dialogue</b>, <b>descriptive language</b>, and <b>sensory details</b> to develop <b>events</b>, setting, and characters;</li> <li>e. use a variety of <b>transitional words and phrases</b> to sequence events; and</li> <li>f. provide an ending that follows from the narrated experiences or events.</li> </ul>	<p><i>Plot structure</i> development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.</p> <p>In previous grades, <i>transition words</i> centered around <i>temporal words</i> (e.g., next, before, etc.).</p> <p>In fourth grade, general <i>transitions</i> are introduced (e.g., for example, especially, additionally, etc.)</p>

Code	Narrative Writing	Indicator Insights
<b><u>ELA.3.C.3.1</u></b>	Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a <b>narrator</b> or characters; b. use temporal words and phrases to sequence a <b>plot structure</b> ; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.	<i>Plot structure</i> development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than the recall of definitions.
<b><u>ELA.2.C.3.1</u></b>	Write narratives to develop real or imagined experiences. When writing: a. establish and describe <b>character(s)</b> and <b>setting</b> ; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.	<i>Sequence</i> is a specific order of events or steps of a process; <i>temporal</i> refers to time or occurrence. Narratives at this level can describe characters (e.g., thoughts, actions, feelings) and setting (e.g., time, place, detailed description).
<b><u>ELA.1.C.3.1</u></b>	Write narratives to develop real or imagined experiences. When writing: a. detail events in a <b>logical order</b> using <b>temporal words</b> to signal event order (e.g., before, after); b. include details that describe <b>actions, thoughts, and feelings</b> ; and c. provide a <b>sense of ending</b> .	<i>Temporal</i> refers to time or occurrence. Narratives at this grade level include a character and setting and may require instructional support.
<b><u>ELA.K.C.3.1</u></b>	Use a combination of <b>drawing, dictating, and writing</b> to narrate a <b>single event or linked events</b> in a logical order.	

## Written and Oral Communications (C)

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

Code	Grammar and Conventions	Indicator Insights
<b><u>ELA.E4.C.4.1</u></b>	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization and punctuation; b. apply knowledge of usage to revise sentence fragments and run-on sentences; and c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.
<b><u>ELA.E3.C.4.1</u></b>	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization and punctuation; b. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.
<b><u>ELA.E2.C.4.1</u></b>	Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing: a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information; c. select and use verbs with appropriate mood and tone;	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.

Code	Grammar and Conventions	Indicator Insights
	<ul style="list-style-type: none"> <li>d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and</li> <li>e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.</li> </ul>	
<b><u>ELA.E1.C.4.1</u></b>	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;</li> <li>c. select and use verbs with appropriate mood and tone;</li> <li>d. use appropriate parallel structure in words, phrases, and clauses;</li> <li>e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.
<b><u>ELA.8.C.4.1</u></b>	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;</li> <li>c. use different types of verbals in sentences (gerunds, participles, infinitives);</li> <li>d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);</li> <li>e. use appropriate parallel structure in words, phrases, and clauses;</li> <li>f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>g. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.



Code	Grammar and Conventions	Indicator Insights
<b><u>ELA.7.C.4.1</u></b>	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma to separate coordinate adjectives;</li> <li>c. use hyphenated compound words (e.g., mother-in-law);</li> <li>d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;</li> <li>e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ul>	<p>Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight. Decisions regarding conventions can be intentional; for example, using a sentence fragment for rhetorical effect is acceptable.</p>
<b><u>ELA.6.C.4.1</u></b>	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses;</li> <li>c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class);</li> <li>d. determine and correct pronouns with unclear or ambiguous antecedents;</li> <li>e. explain the function of definite and indefinite articles;</li> <li>f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety;</li> <li>g. distinguish between and use different types of phrases (prepositional and appositive);</li> <li>h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>i. consult print and multimedia sources to check and correct spelling.</li> </ul>	<p>Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.</p>
<b><u>ELA.5.C.4.1</u></b>	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> </ul>	<p>Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.</p>

Code	Grammar and Conventions	Indicator Insights
	<ul style="list-style-type: none"> <li>b. use underlining, quotation marks, or italics to indicate titles of works;</li> <li>c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address;</li> <li>d. use a colon to introduce a list and after a salutation in a business letter or email;</li> <li>e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions;</li> <li>f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative);</li> <li>g. use prepositional phrases in different positions within a sentence;</li> <li>h. use correct subject-verb and pronoun-antecedent agreement;</li> <li>i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and</li> <li>j. consult print and multimedia sources to check and correct spelling.</li> </ul>	
<b><u>ELA.4.C.4.1</u></b>	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> <li>a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives;</li> <li>b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses;</li> <li>c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives;</li> <li>d. identify and use simple appositive phrases;</li> <li>e. order adjectives within sentences according to conventional patterns;</li> <li>f. use prepositional phrases;</li> <li>g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're);</li> <li>h. identify and revise sentence fragments and run-on sentences; and</li> <li>i. consult print and multimedia sources to check and correct spelling.</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.

Code	Grammar and Conventions	Indicator Insights
<b><u>ELA.3.C.4.1</u></b>	<p>Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:</p> <ul style="list-style-type: none"> <li>a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue;</li> <li>b. use periods to punctuate abbreviations and within quotation marks;</li> <li>c. use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses;</li> <li>d. use apostrophes to create contractions;</li> <li>e. distinguish between and use interrogative and demonstrative pronouns;</li> <li>f. distinguish between and use comparative and superlative adverbs;</li> <li>g. identify and use prepositional phrases;</li> <li>h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses;</li> <li>i. explain the function of adjectives and adverbs in simple, compound, and complex sentences;</li> <li>j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses;</li> <li>k. identify and revise sentence fragments and run-on sentences; and</li> <li>l. consult print and multimedia sources to check and correct spelling.</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.
<b><u>ELA.2.C.4.1</u></b>	<p>Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ul style="list-style-type: none"> <li>a. capitalize proper nouns (holidays, product names, and geographic names);</li> <li>b. use periods to punctuate initials and titles of people;</li> <li>c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks;</li> <li>d. use quotation marks to set off direct quotations and dialogue;</li> <li>e. use apostrophes to form possessives;</li> <li>f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating);</li> <li>g. identify and use a subject, predicate, and direct object in a sentence; and</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.

Code	Grammar and Conventions	Indicator Insights
	h. form and use compound sentences.	
<b><u>ELA.1.C.4.1</u></b>	<p>Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ul style="list-style-type: none"> <li>a. capitalize the names of people and dates (to include months and days of the week);</li> <li>b. use exclamation points, question marks, or periods to punctuate;</li> <li>c. use commas to separate single words in a series;</li> <li>d. use a comma after the day and before the year in a date;</li> <li>e. use a colon between the hour and minutes in time;</li> <li>f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions;</li> <li>g. form and use regular and frequently occurring irregular nouns; and</li> <li>h. identify and use correct subject-verb agreement in simple sentences.</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.
<b><u>ELA.K.C.4.1</u></b>	<p>Form and use complete simple sentences. When writing:</p> <ul style="list-style-type: none"> <li>a. capitalize the first word in a sentence and the pronoun I;</li> <li>b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks);</li> <li>c. identify and use periods to punctuate sentences;</li> <li>d. identify and use common singular and plural nouns;</li> <li>e. identify and use action verbs; and</li> <li>f. identify and use simple and declarative sentences.</li> </ul>	Refer to the <i>Grammar and Conventions Matrix Support Document</i> for insight.

## Written and Oral Communications (C)

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

Code	Improving Writing	Indicator Insights
<b><u>ELA.E4.C.5.1</u></b>	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	
<b><u>ELA.E3.C.5.1</u></b>	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	
<b><u>ELA.E2.C.5.1</u></b>	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and <b>style</b> appropriate to <b>audience, purpose, and task</b> .	
<b><u>ELA.E1.C.5.1</u></b>	Improve writing by planning, editing, considering feedback from adults and peers and revising to improve clarity and cohesiveness.	
<b><u>ELA.8.C.5.1</u></b>	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and <b>cohesiveness</b> .	
<b><u>ELA.7.C.5.1</u></b>	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	
<b><u>ELA.6.C.5.1</u></b>	Improve writing by planning, editing, and considering feedback from adults and peers and revising for <b>clarity of content</b> .	
<b><u>ELA.5.C.5.1</u></b>	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	
<b><u>ELA.4.C.5.1</u></b>	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	
<b><u>ELA.3.C.5.1</u></b>	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	
<b><u>ELA.2.C.5.1</u></b>	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	
<b><u>ELA.1.C.5.1</u></b>	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	

Code	Improving Writing	Indicator Insights
<b><u>ELA.K.C.5.1</u></b>	With guidance and support, <b>plan, revise, edit</b> , and build on personal ideas and the ideas of others to <b>strengthen writing</b> .	

## Written and Oral Communications (C)

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

Code	Handwriting	Indicator Insights
<u><b>ELA.E4.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.E3.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.E2.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.E1.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.8.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.7.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.6.C.6.1</b></u>	<i>This standard is not directly addressed after fifth grade.</i>	
<u><b>ELA.5.C.6.1</b></u>	Demonstrate fluent and legible cursive writing skills.	Students will continue to use appropriate spacing for letters, words, and sentences.
<u><b>ELA.4.C.6.1</b></u>	Demonstrate fluent and legible cursive writing skills.	Students will continue to use appropriate spacing for letters, words, and sentences.
<u><b>ELA.3.C.6.1</b></u>	Write in <b>cursive</b> all uppercase and lowercase letters.	Students will continue to use appropriate spacing for letters, words, and sentences.
<u><b>ELA.2.C.6.1</b></u>	Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	
<u><b>ELA.1.C.6.1</b></u>	Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	
<u><b>ELA.K.C.6.1</b></u>	<b>Print</b> all <b>uppercase and lowercase letters</b> , focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.	

## Written and Oral Communications (C)

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

Code	Communicating Ideas	Indicator Insights
<b><u>ELA.E4.C.7.1</u></b>	Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting: <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);</li> <li>b. convey a perspective with clear reasoning and valid evidence;</li> <li>c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>d. create, share, and/or publish multimedia texts through a range of formats for publication.</li> </ul>	
<b><u>ELA.E3.C.7.1</u></b>	Present information, findings, and supporting evidence effectively with an organization, development, and <b>style</b> appropriate for a variety of audiences, tasks, and purposes. When presenting: <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);</li> <li>b. convey a perspective with clear reasoning and valid evidence;</li> <li>c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>d. create, share, and/or publish multimedia texts through a range of formats for publication.</li> </ul>	
<b><u>ELA.E2.C.7.1</u></b>	Present information, findings, and <b>supporting evidence</b> clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting: <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);</li> <li>b. convey a clear perspective with clear reasoning and <b>credible evidence</b>;</li> <li>c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> </ul>	



Code	Communicating Ideas	Indicator Insights
	d. select and use appropriate <b>online platforms</b> to export multimedia texts for publication and to enhance communication and add interest.	
<b><u>ELA.E1.C.7.1</u></b>	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);</li> <li>b. convey a clear perspective with clear reasoning and valid evidence;</li> <li>c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>d. select and use appropriate online platforms to export multimedia texts for publication.</li> </ul>	
<b><u>ELA.8.C.7.1</u></b>	Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting: <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);</li> <li>b. convey a clear perspective with clear reasoning and valid evidence;</li> <li>c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>d. select and use appropriate digital tools.</li> </ul>	
<b><u>ELA.7.C.7.1</u></b>	Present <b>claims and findings</b> , emphasizing <b>key ideas</b> in a focused manner with <b>relevant descriptions, facts, details, and examples</b> . When presenting: <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences;</li> <li>b. convey a clear perspective with <b>clear reasoning</b> and <b>valid evidence</b>;</li> <li>c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>d. select and use appropriate digital tools for the task, purpose, and audience.</li> </ul>	

Code	Communicating Ideas	Indicator Insights
<b><u>ELA.6.C.7.1</u></b>	<p>Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting:</p> <ul style="list-style-type: none"> <li>a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences;</li> <li>b. convey a clear <b>perspective</b> and purpose;</li> <li>c. include <b>graphics</b> and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>d. use appropriate digital tools for the <b>task</b>, purpose, and audience.</li> </ul>	
<b><u>ELA.5.C.7.1</u></b>	<p>Present information orally to report on a topic or text, present an <b>opinion</b>, tell a story, or recount an experience, sequencing ideas logically and using <b>appropriate and relevant facts</b>. When presenting:</p> <ul style="list-style-type: none"> <li>a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences;</li> <li>b. identify the purpose of the information being presented; and</li> <li>c. use digital tools to produce <b>multimedia texts</b> and/or <b>visual aids</b> with support from peers and adults.</li> </ul>	
<b><u>ELA.4.C.7.1</u></b>	<p>Present information orally to report on a topic or text, tell a story, or recount an experience. When presenting:</p> <ul style="list-style-type: none"> <li>a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and <b>audiences</b>; and</li> <li>b. identify and use appropriate digital tools to enhance verbal communication with support from adults.</li> </ul>	
<b><u>ELA.3.C.7.1</u></b>	<p>Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting:</p> <ul style="list-style-type: none"> <li>a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of <b>purposes</b>; and</li> </ul>	

Code	Communicating Ideas	Indicator Insights
	b. identify and use appropriate digital tools to enhance verbal communication with support from adults.	
<b><u>ELA.2.C.7.1</u></b>	Present information orally to tell a story or recount an experience with appropriate <b>facts</b> and <b>details</b> . When speaking: a. demonstrate <b>appropriate speaking techniques</b> (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use <b>appropriate digital tools</b> to enhance verbal communication with support from adults.	
<b><u>ELA.1.C.7.1</u></b>	Present information orally in a logical order of events using <b>complete sentences, appropriate volume, clear pronunciation</b> , conjunctions, and temporal words (e.g., before, after).	
<b><u>ELA.K.C.7.1</u></b>	Present information orally in a <b>logical order of events</b> using <b>conjunctions</b> and <b>temporal words</b> (e.g., before, after).	

## Written and Oral Communications (C)

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

Code	Collaboration and Perspective	Indicator Insights
<b><u>ELA.E4.C.8.1</u></b>	<p>Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:</p> <ul style="list-style-type: none"> <li>a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and</li> <li>b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.</li> </ul>	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.E3.C.8.1</u></b>	<p>Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:</p> <ul style="list-style-type: none"> <li>a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and</li> <li>b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.</li> </ul>	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.E2.C.8.1</u></b>	<p>Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> <li>a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and</li> <li>b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.</li> </ul>	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

<b>Code</b>	<b>Collaboration and Perspective</b>	<b>Indicator Insights</b>
<b><u>ELA.E1.C.8.1</u></b>	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.8.C.8.1</u></b>	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on <b>evidence</b> .	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.7.C.8.1</u></b>	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a <b>topic, text, or issue</b> .	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.6.C.8.1</u></b>	Engage in structured conversations and collaborations about grade-appropriate topics and texts: a. ask questions to build on the ideas of others; and pose and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of <b>diverse perspectives</b> .	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

<b>Code</b>	<b>Collaboration and Perspective</b>	<b>Indicator Insights</b>
<b><u>ELA.5.C.8.1</u></b>	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.4.C.8.1</u></b>	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.3.C.8.1</u></b>	Participate in <b>structured conversations</b> and <b>collaborations</b> about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and <b>reflect upon</b> the ideas expressed during conversations.	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.2.C.8.1</u></b>	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

Code	Collaboration and Perspective	Indicator Insights
<b><u>ELA.1.C.8.1</u></b>	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: <ul style="list-style-type: none"> <li>a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and</li> <li>b. consider the ideas of others by restating what they say during conversations.</li> </ul>	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.
<b><u>ELA.K.C.8.1</u></b>	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: <ul style="list-style-type: none"> <li>a. enter a conversation by greeting, taking turns, and responding to others with <b>statements, phrases, and/or questions</b>; and</li> <li>b. consider the <b>ideas</b> of others while engaging in conversations.</li> </ul>	This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

## Written and Oral Communications (C)

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

Code	Evaluating Ideas	Indicator Insights
<b><u>ELA.E4.C.9.1</u></b>	Using multimedia, a live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> <li>a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience;</li> <li>b. evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and</li> <li>c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.</li> </ul>	
<b><u>ELA.E3.C.9.1</u></b>	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> <li>a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience;</li> <li>b. evaluate the effectiveness and validity of the information and supporting evidence being presented; and</li> <li>c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.</li> </ul>	
<b><u>ELA.E2.C.9.1</u></b>	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> <li>a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a <b>style</b> appropriate for the audience;</li> <li>b. analyze the <b>effectiveness</b> and <b>validity</b> of the information and supporting evidence being presented; and</li> <li>c. analyze the speaker's motives while identifying any <b>logical fallacies</b> and biases that may be present.</li> </ul>	



Code	Evaluating Ideas	Indicator Insights
<b><u>ELA.E1.C.9.1</u></b>	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented, identifying the possible <b>biases of the speaker</b> .	
<b><u>ELA.8.C.9.1</u></b>	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the speaker’s <b>reasoning</b> and relevance of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible <b>misconceptions</b> or <b>objections</b> , chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented.	
<b><u>ELA.7.C.9.1</u></b>	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the <b>relevance of the evidence</b> ; and b. analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.	
<b><u>ELA.6.C.9.1</u></b>	Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker’s argument and specific claims, distinguishing <b>relevant and valid claims</b> from <b>irrelevant and invalid claims</b> ; and b. determine how a speaker articulates a clear <b>message</b> , chooses appropriate <b>media</b> , and/or uses appropriate <b>voice</b> for the audience.	

Code	Evaluating Ideas	Indicator Insights
<b><u>ELA.5.C.9.1</u></b>	Determine if a speaker’s <b>argument</b> is effective by identifying claims and explaining how they support the argument.	
<b><u>ELA.4.C.9.1</u></b>	Identify and explain a speaker’s claim(s) and supporting reasons and <b>evidence</b> .	
<b><u>ELA.3.C.9.1</u></b>	Identify a <b>speaker’s claim</b> and at least one supporting reason.	
<b><u>ELA.2.C.9.1</u></b>	Identify a <b>speaker’s opinion</b> and at least one supporting <b>reason</b> .	
<b><u>ELA.1.C.9.1</u></b>	Listen to others to ask and answer questions on a topic.	
<b><u>ELA.K.C.9.1</u></b>	Ask and answer questions in conversation on a <b>topic</b> .	