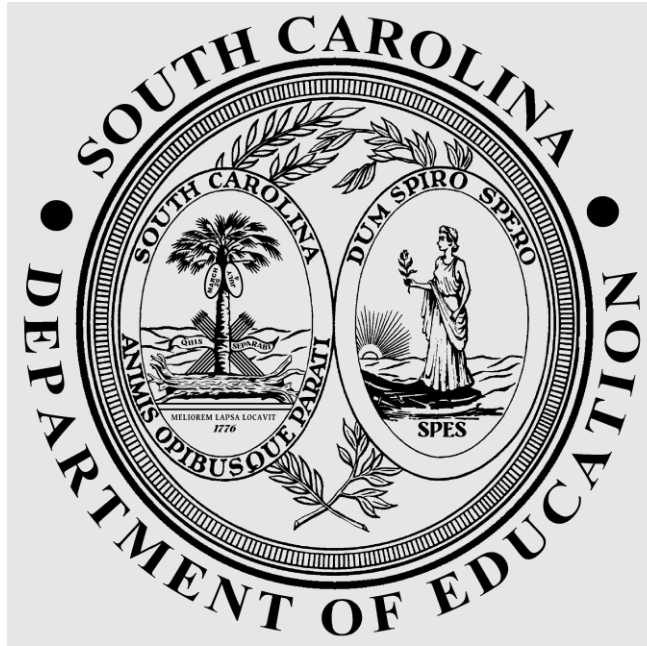


**STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION**

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STATE SUPERINTENDENT OF EDUCATION



**English Language Arts Standards Crosswalk
2015 to 2024**

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Overview of Crosswalk between 2024 and 2015 SC CCR ELA Standards

The purpose of the crosswalk document is to reveal alignment and differences between the *2024 SC CCR ELA Standards* and the *2015 SC CCR ELA Standards* as well as to guide curriculum development at the local school district level.

Background: In 2020, South Carolina began a process of reviewing the *2015 SC College- and Career-Ready English Language Arts Standards (SC CCR ELA Standards)*. The review and revision processes involved classroom teachers, administrators, curriculum specialists, parents, and professors. In the 2024 version of the *SC CCR ELA Standards*, revisions were made to clarify the standards, ensure developmental appropriateness, and ensure clear skills progression across grade levels.

Overview: The revised *SC CCR ELA Standards* include four strands and 24 standards.

Strand Crosswalks: Strand crosswalks are included in this document, which show the 2024 and the 2015 standards side by side, along with standard codes. In the 2015 column, a strike-through is used to show words that have been omitted. In some instances, alignment between the 2015 and 2024 standards occurs at different grade levels due to shifts in content between the two versions.

When a 2015 indicator is mostly strike-through, the alignment might be minimal.

Foundations of Literacy Crosswalk

Standard ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.

2024 ELA.F.1	2015 Alignment
ELA.K.F.1.1 Count the number of words in a spoken sentence.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.1.F.1.2 Produce alliterative spoken words.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.K.F.1.2 Recognize alliterative spoken words.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.K.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	K.RL.2.1 Recognize and produce rhyming words.
ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.	1.RL.2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.
ELA.K.F.1.4 Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes. Count, segment, and blend syllables in spoken words including compound words.	K.RL.2.2 Count, pronounce, blend, and segment syllables in spoken words.
ELA.K.F.1.5 Blend and segment onsets and rimes of single syllable spoken words.	K.RL.2.3 Blend and segment onsets and rimes of single-syllable spoken words.
ELA.K.F.1.6 Orally identify initial, medial, and final phonemes in two- and threephoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	1.RL.2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
ELA.2.F.1.7 Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.	1.RL.2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.
ELA.1.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes and say the resulting word.	K.RL.2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.

2024 ELA.F.1	2015 Alignment
ELA.K.F.1.7 Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	K.RL.2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.

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

2024 ELA.F.2	2015 Alignment
ELA.1.F.2.1 Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	1.RI.8.1 Identify words, phrases, illustrations, and photographs used to provide information. 1.RI.8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
ELA.K.F.2.1 Locate a book's front cover, back cover, title page, and where to begin reading.	K.RI.8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information. K.RI.8.2 With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
ELA.K.F.2.2 Identify one-to-one correspondence by pointing to words, noting that there are spaces between words.	K.RI.1.3 Understand that words are separated by spaces in print.
ELA.K.F.2.3 Follow words from left to right, top to bottom by returning to the beginning of the next line, and page by page.	K.RI.1.1 Follow words from left to right, top to bottom, and front to back.
ELA.K.F.2.4 Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	1.RI.1.1 Recognize the distinguishing features of a sentence.
ELA.K.F.2.5 Identify letters and words within sentences.	K.RI.1.2 Recognize that spoken words are represented in written language by specific sequences of letters.

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

2024 ELA.F.3	2015 Alignment
ELA.K.F.3.1 Identify, name, and form all upper and lowercase letters with automaticity.	K.RI.1.4 Recognize and name all upper- and lowercase letters of the alphabet.
ELA.K.F.3.2 Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.K.F.3.3 Produce one-to-one letter-sound correspondences for each consonant with automaticity.	K.RI.3.1 Produce one-to-one letter-sound correspondences for each consonant.
ELA.2.F.3.4 Identify the vowel in a printed syllable or word to: <ul style="list-style-type: none"> 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). 	2.RI.3.2 Use knowledge of how syllables work to read multisyllabic words.
ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to: <ul style="list-style-type: none"> 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 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>* With prompting and support</p>	1.RI.3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
ELA.K.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:	K.RI.3.2 Associate long and short sounds of the five major vowels with their common spellings.

2024 ELA.F.3	2015 Alignment
<ul style="list-style-type: none"> a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable (e.g., he, so, me, go, hi); and c. in a vowel consonant-e (VCe) syllable with prompting and support. 	
ELA.K.F.3.5 Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.	K.RI.3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.
ELA.2.F.3.6 Delete, add, and substitute the initial, medial, and final letter combinations in words to build or make new multisyllabic words.	2.RI.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
ELA.1.F.3.6 Delete, add, and substitute the initial, medial, and final letters in words to build or make new words.	1.RI.3.3 Read a two-syllable word by breaking the word into syllables.
ELA.K.F.3.6 Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.	K.RI.3.3 Read regularly spelled single-syllable words.
ELA.2.F.3.7 Use knowledge of how syllables work to read multisyllabic words.	2.RI.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
ELA.1.F.3.7 Read a two-syllable word by breaking the word into syllables.	1.RI.3.3 Read a two-syllable word by breaking the word into syllables.
ELA.K.F.3.7 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	K.RI.3.3 Read regularly spelled single-syllable words.

2024 ELA.F.3	2015 Alignment
<p>ELA.2.F.3.8 Decode and encode multisyllabic words using:</p> <ul style="list-style-type: none"> a. consonant digraphs (i.e., sh, th, ch, wh, ph, ck, ng); b. combination (e.g., qu); c. three-consonant blends (e.g., str-, scr-); d. blends containing digraphs (e.g., thr-, -nch); e. trigraphs (e.g., -tch, -dge); f. variable vowel teams and vowel diphthongs (i.e., oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay); g. vowel-r combinations (i.e., ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur); h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es); i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall); j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and (g=/j/ before i, e, or y); k. words with vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, words with vowel y in medial position, producing the short /ĭ/ sound for these words (e.g., fly-my; baby-happy; myth-gym); l. words with silent letter combinations (e.g., kn, wr, gn, mb, gh); and m. contractions with am, is, has, not, have, would, and will (e.g., I'm, he's, she's, isn't, don't, I've, he'd, they'll). 	<p>This is a new indicator in the <i>2024 SC CCR ELA Standards</i>.</p>
<p>ELA.1.F.3.8 Decode and encode words using:</p> <ul style="list-style-type: none"> a. onset/rime; b. consonant blends (i.e., initial and final); c. consonant digraphs (i.e., ch, sh, th, wh, ph, ck, ng); d. trigraphs (e.g., -tch, -dge);* 	<p>This is a new indicator in the <i>2024 SC CCR ELA Standards</i>.</p>

2024 ELA.F.3	2015 Alignment
<ul style="list-style-type: none"> e. combination (i.e., qu); f. VCe; g. vowel-r (e.g., ar, er, ir, or, ur); h. common inflectional endings that do not change the base word (e.g., -s, -ed); i. contractions with am, is, has, and not; j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *; k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĩ/ sound (e.g., fly-my; baby-happy, myth-gym) *; l. words that follow the -ild, -ost, -old -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind); m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *; n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound (e.g., cliff, hill, pass); and o. words with final /v/ sound, using knowledge that no English word ends with a v. (e.g., have, give, save). <p>*With prompting and support</p>	
<p>ELA.K.F.3.8 Decode and encode words using:</p> <ul style="list-style-type: none"> a. VC; b. CV; c. CVC; d. consonant digraphs (i.e., ch, sh, th, wh); and e. combination (i.e., qu); 	<p>This is a new indicator in the <i>2024 SC CCR ELA Standards</i>.</p>

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

2024 ELA.F.4	2015 Alignment
ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	2.RI.3.6 Recognize and read grade-appropriate irregularly spelled words.
ELA.1.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	1.RI.3.6 Recognize and read grade-appropriate irregularly spelled words.
ELA.K.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	K.RI.3.6 Recognize grade-appropriate irregularly spelled words. K.RI.3.5 Read common high-frequency words.
ELA.5.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.4.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.3.F.4.2 Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	3.RI.4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.	2.RI.4.1 Read grade-level texts with purpose and understanding. 2.RI.4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
ELA.1.F.4.2 Read texts orally with accuracy, appropriate rate, and expression.	1.RI.4.1 Read grade-level texts with purpose and understanding. 1.RI.4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
ELA.K.F.4.2 Read texts orally with accuracy and expression.	K.RI.4.1 Read emergent-reader texts with purpose and understanding. K.RI.4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.
ELA.3.F.4.3 Read by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks including familiar prefixes, suffixes or the first syllable of the word; d. generalizing phonic skills to unknown words; and	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .

2024 ELA.F.4	2015 Alignment
<ul style="list-style-type: none"> e. using context and visuals from the text to support monitoring and self-correcting. 	
<p>ELA.2.F.4.3 Read texts by:</p> <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self-correcting. 	<p>2.RI.4.3 Students are expected to build upon and continue applying previous learning.</p>
<p>ELA.1.F.4.3 Read texts by:</p> <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting. 	<p>1.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p>
<p>ELA.K.F.4.3 Read texts by:</p> <ul style="list-style-type: none"> a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition. 	<p>K.RI.4.3 Use picture cues to confirm or self-correct word recognition and understanding.</p>

Applications of Reading Crosswalk

Standard ELA.AOR.1: Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

2024 ELA.AOR.1.1	2015 Alignment
ELA.E4.AOR.1.1 Evaluate and critique how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	E4.RL.8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
ELA.E3.AOR.1.1 Evaluate how multiple perspectives, context, and key elements work together to enhance and deepen meaning or style within and across texts.	E3.RL.8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
ELA.E2.AOR.1.1 Analyze how multiple perspectives, context, and/or key elements add to and deepen meaning or enhance style within and across texts.	E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E2.RL.8.1 Analyze how characters or a series of ideas or events are introduced, connected, and developed within a particular context.
ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or enhance style.	E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E1.RL.8.1 Analyze how characters or a series of ideas or events are introduced, connected, and developed within a particular context.
ELA.8.AOR.1.1 Analyze how key elements contribute to the meaning of the text as a whole.	8.RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.8.1 Analyze how dialogue and/or incidents propel the action, reveal aspects of a character, or provoke a decision; determine the impact of contextual influences on setting, plot, and characters.
ELA.7.AOR.1.1 Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	7.RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2024 ELA.AOR.1.1	2015 Alignment
	7.RL.8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters.
ELA.6.AOR.1.1 Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RL.8.1 Cite evidence within text to: analyze two or more characters, events, or settings in a text and explain the impact on the plot.
ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.	5.RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RL.8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and b. explain the influence of cultural, historical, social, and political context on characters, setting, and plot development.
ELA.4.AOR.1.1 Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.	4.RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RL.8.1 Use text evidence to: explain how conflicts cause the characters to change or revise plans while moving toward resolution; and explain the influence of cultural, historical, and social context on characters, setting, and plot development.
ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.	3.RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RL.8.1 Use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and explain the influence of cultural and historical context on characters, setting, and plot development.

2024 ELA.AOR.1.1	2015 Alignment
<p>ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.</p>	<p>2.RL.7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.</p> <p>2.RL.8.1 Read or listen closely to:</p> <ul style="list-style-type: none"> a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.
<p>ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.</p>	<p>1.RL.6.1 Describe the relationship between the illustrations and the characters, setting, or events.</p> <p>1.RL.7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p>1.RL.8.1 Read or listen closely to:</p> <ul style="list-style-type: none"> a. describe characters' actions and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.
<p>ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.</p>	<p>K.RL.7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p> <p>K.RL.8.1 With guidance and support, read or listen closely to:</p> <ul style="list-style-type: none"> a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event.

Standard ELA.AOR.1 Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

2024 ELA.AOR.1.2	2015 Alignment
ELA.E4.AOR.1.2 Evaluate and critique an author’s use of figurative language within and across text(s).	E4.RL.9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.
ELA.E3.AOR.1.2 Evaluate an author’s use of figurative language within and across texts.	E3.RL.9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.
ELA.E2.AOR.1.2 Analyze an author’s use of figurative language in a text(s); explain an author’s use of allegory.	E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E2.RL.9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.
ELA.E1.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author’s use of allusion.	E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E1.RL.9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.
ELA.8.AOR 1.2 Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author’s use of symbolism.	8.RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.7.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning.	7.RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2024 ELA.AOR.1.2	2015 Alignment
	7.RL.9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama.
ELA.6.AOR.1.2 Explain how figurative language impacts mood, tone, and meaning.	6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RL.9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.
ELA.5.AOR.1.2 Analyze how figurative language impacts meaning and contributes to the reader's experience.	5.RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RL.9.1 Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
ELA.4.AOR.1.2 Determine and explain how figurative language impacts meaning and contributes to the reader's experience.	4.RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RL.9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.
ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.	3.RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RL.9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.
ELA.2.AOR.1.2 Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.	2.RL.9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.

2024 ELA.AOR.1.2	2015 Alignment
ELA.1.AOR.1.2 Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery.	1.RL.9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme , onomatopoeia, and alliteration; explain how the author uses each.
ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.	K.RL.9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.

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

2024 ELA.AOR.2.1	2015 Alignment
<p>ELA.E4.AOR.2.1 Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.</p>	<p>E4.RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.</p> <p>E4.RL.7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions</p>
<p>ELA.E3.AOR.2.1 Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.</p>	<p>E3.RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.</p> <p>E3.RL.7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</p>
<p>ELA.E2.AOR.2.1 Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.</p>	<p>E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E2.RL.6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>ELA.E1.AOR.2.1 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.</p>	<p>E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E1.RL.6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>ELA.8.AOR.2.1 Analyze how key details contribute to the development of two or more themes within and across literary texts.</p>	<p>8.RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p>

2024 ELA.AOR.2.1	2015 Alignment
ELA.7.AOR.2.1 Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	7.RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.6.1 Determine one or more themes and analyze the development; provide an objective summary.
ELA.6.AOR.2.1 Analyze how key details contribute to the development of a theme(s) over the course of a literary text.	6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RL.6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.	5.RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RL.6.1 Determine and analyze the development of a theme within a text; summarize using key details.
ELA.4.AOR.2.1 Identify and explain an explicit or implied theme and how it is developed by key details in a literary text.	4.RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RL.6.1 Determine the development of a theme within a text; summarize using key details
ELA.3.AOR.2.1 Identify and explain an explicit theme in a literary text and how it is developed by key details.	3.RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RL.6.1 Determine the theme by recalling key details that support the theme.
ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.	2.RL.7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.

2024 ELA.AOR.2.1	2015 Alignment
ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.	1.RL.7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.	K.RL.7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.

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

2024 ELA.AOR.2.2	2015 Alignment
ELA.E4.AOR.2.2 Evaluate and critique the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.	E4.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
ELA.E3.AOR.2.2 Analyze the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.	E3.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
ELA.E2.AOR.2.2 Analyze how the author of a historical speech or essay uses supporting details to develop the central idea over the course of a text.	E2.RI.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E2.RI.6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ELA.E1.AOR.2.2 Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.	E1.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. E1.RI.6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
ELA.8.AOR.2.2 Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.	8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

2024 ELA.AOR.2.2	2015 Alignment
ELA.7.AOR.2.2 Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.	7.RI.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
ELA.6.AOR.2.2 Analyze how supporting details contribute to the development of a central idea(s) over the course of an informational text	6.RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.
ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.	5.RI.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RI.6.1 Summarize a text with two or more central ideas; cite key supporting details.
ELA.4.AOR.2.2 Identify and explain a stated or implied central idea and how it is developed by supporting details in an informational text.	4.RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.
ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text.	3.RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.
ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.	2.RI.6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.

2024 ELA.AOR.2.2	2015 Alignment
ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.	1.RI.6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.
ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.	K.RI.6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.

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

2024 ELA.AOR.3.1	2015 Alignment
<p>ELA.E4.AOR.3.1 Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, understatement, or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and style of the text.</p>	<p>E4.RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</p> <p>E4.RL.11.2 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</p>
<p>ELA.E3.AOR.3.1 Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, or irony) in order to understand the perspective(s).</p>	<p>E3.RL.11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</p> <p>E3.RL.11.2 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.</p>
<p>ELA.E2.AOR.3.1 Analyze how an author creates effects such as suspense, humor, or sarcasm through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or verbal irony).</p>	<p>E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E2.RL.11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>E2.RL.11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>
<p>ELA.E1.AOR.3.1 Analyze how an author creates effects such as suspense or humor through differences in the perspectives of the characters and the reader (e.g., situational or dramatic irony).</p>	<p>E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E1.RL.11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</p> <p>E1.RL.11.2 Compare and contrast the reader’s point of view to that of the narrator or a character.</p>

2024 ELA.AOR.3.1	2015 Alignment
<p>ELA.8.AOR.3.1 Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.</p>	<p>8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.11.1 Analyze how the author's development of perspectives of the characters and the reader create suspense or humor. 8.RL.11.2 Compare and contrast the reader's point of view to that of the narrator or a character.</p>
<p>ELA.7.AOR.3.1</p> <ul style="list-style-type: none"> a. explain the influence of a narrator(s), including an unreliable narrator(s), and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters. 	<p>7.RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.11.1 Analyze how an author develops and contrasts points of view to impact content, meaning, and style. 7.RI.11.2 Compare and contrast the reader's point of view to that of the narrator or a character.</p>
<p>ELA.6.AOR.3.1 Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.</p>	<p>6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RL.11.1 Explain how an author's development of the point of view of the narrator or speaker impacts content, meaning, and style. 6.RL.11.2 Compare and contrast the reader's point of view to that of the narrator or a character.</p>
<p>ELA.5.AOR.3.1</p> <ul style="list-style-type: none"> 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. 	<p>5.RL.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RL.11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described. 5.RI.11.2 Compare and contrast the reader's point of view to that of the narrator or a character.</p>
<p>ELA.4.AOR.3.1</p>	<p>4.RL.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.</p>

2024 ELA.AOR.3.1	2015 Alignment
<ul style="list-style-type: none"> a. compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and b. explain how different characters' perspectives impact a literary text. 	<p>4.RL.11.1 Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.</p> <p>4.RL.11.2 Compare and contrast the reader's point of view to that of the narrator or a character.</p>
<p>ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.</p>	<p>3.RL.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.</p> <p>3.RL.11.1 Explain the differences between first and third person points of view.</p> <p>3.RL.11.2 Compare and contrast the reader's point of view to that of the narrator or a character.</p>
<p>ELA.2.AOR.3.1 Identify different characters' perspectives in a literary text.</p>	<p>2.RL.11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.</p>
<p>ELA.1.AOR.3.1 Identify and explain who is telling the story at various points in the story.</p>	<p>1.RL.11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.</p>
<p>ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.</p>	<p>K.RL.6.1 Describe the relationship between illustrations and the text.</p> <p>K.RL.11.1 Identify the author and illustrator and define the role of each.</p>

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

2024 ELA.AOR.4.1	2015 Alignment
ELA.E4.AOR.4.1 Evaluate two or more texts on the same topic written by authors with differing perspectives, and critique the effectiveness of the rhetoric used by each author.	E4.RI.10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
ELA.E3.AOR.4.1 Evaluate two texts on the same topic written by authors with differing perspectives, and evaluate the effectiveness of the rhetoric used by each author.	E3.RI.10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
ELA.E2.AOR.4.1 Analyze an author’s perspective or purpose, and evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.	E2.RI.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E2.RI.10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
ELA.E1.AOR.4.1 Analyze an author’s perspective or purpose in a text, and analyze how the author’s rhetoric contributes to the effectiveness of the text.	E1.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. E1.RI.10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
ELA.8.AOR.4.1 Analyze an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.	8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RI.10.1 Determine an author’s perspective or purpose and analyze how the author acknowledges or responds to conflicting evidence or viewpoints.
ELA.7.AOR.4.1 Determine an author’s perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.	7.RI.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2024 ELA.AOR.4.1	2015 Alignment
	7.RI.10.1 Determine an author’s perspective or purpose and analyze how the author distinguishes his/her position from others.
ELA.6.AOR.4.1 Analyze a primary and secondary account of the same event or topic and how the different perspectives impact the content and style of a text.	6.RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.10.1 Analyze multiple accounts of the same event or topic, noting important similarities in the perspective represented.
ELA.5.AOR.4.1 Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.	5.RI.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RI.10.1 Compare and contrast a primary and secondary account of the same event or topic.
ELA.4.AOR.4.1 Determine and explain how an author’s purpose (e.g., what an author wants to answer, explain, or describe) is conveyed through the author’s perspective.	4.RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RI.10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.
ELA.3.AOR.4.1 Determine and explain an author’s purpose (e.g., what an author wants to answer, explain, or describe); identify an author’s perspective on a topic.	3.RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RI.10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.
ELA.2.AOR.4.1 Identify and explain an author’s purpose in a text, including what the author wants to answer, explain, or describe.	2.RI.10.1 Identify and analyze the author’s purpose.
ELA.1.AOR.4.1 Distinguish between information provided by illustrations or pictures and information provided by the words in a text.	1.RI.10.1 Identify the author’s purpose—to explain, entertain, inform, or convince. 1.RI.8.1 Identify words, phrases, illustrations, and photographs used to provide information.

2024 ELA.AOR.4.1	2015 Alignment
ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text.	K.RI.10.1 Identify the author and illustrator and define the role of each.

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

2024 ELA.AOR.5.1	2015 Alignment
<p>ELA.E4.AOR.5.1 Evaluate and critique how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.</p>	<p>E4.RL.9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.</p> <p>E4.RL.12.1 Evaluate various texts to formulate a theory regarding the author’s use of structure, plot, and manipulation of time, citing support from text.</p> <p>E4.RL.12.2 Critique how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects</p>
<p>ELA.E3.AOR.5.1 Analyze how an author uses diction, syntax, and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.</p>	<p>E3.RL.9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.</p> <p>E3.RL.12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.</p> <p>E3.RL.12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.</p>
<p>ELA.E2.AOR.5.1 Analyze how an author’s choices concerning how to structure a literary text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise.</p>	<p>E2.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E2.RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise, citing support from the text.</p> <p>E2.RL.12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.</p>

2024 ELA.AOR.5.1	2015 Alignment
<p>ELA.E1.AOR.5.1 Analyze how an author’s choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.</p>	<p>E1.RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.</p> <p>E1.RL.12.1 Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise, citing support from the text.</p> <p>E1.RL.12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.</p>
<p>ELA.8.AOR.5.1 Determine and explain how an author’s choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery or suspense.</p>	<p>8.RL.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8.RL.12.1 Compare and contrast the structure of two or more texts with similar topics or themes and analyze how the differing structure of each contributes to meaning.</p> <p>8.RL.12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.</p>
<p>ELA.7.AOR.5.1 Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.</p>	<p>7.RL.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>7.RL.12.1 Analyze how complex text structures in prose, drama, and poetry contribute to development of theme, setting, or plot.</p> <p>7.RL.12.2 Analyze the author’s choice of structures within the text and draw conclusions about how they impact meaning.</p>
<p>ELA.6.AOR.5.1 Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.</p>	<p>6.RL.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.12.1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.12.2 Compare how different crafted text structures contribute to meaning and impact the reader.</p>

2024 ELA.AOR.5.1	2015 Alignment
<p>ELA.5.AOR.5.1 Explain how a sequence of paragraphs, chapters, scenes, or stanzas fit together to provide the overall structure of a narrative, drama, or poem.</p>	<p>5.RI.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.</p> <p>5.RL.12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p> <p>5.RL.12.2 Compare how different crafted text structures contribute to meaning and impact the reader.</p>
<p>ELA.4.AOR.5.1 Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).</p>	<p>4.RL.12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>4.RL.12.1 Determine characteristics of crafted text structures and describe why an author uses these structures.</p>
<p>ELA.3.AOR.5.1 Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.</p>	<p>3.RL.12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.</p> <p>3.RL.12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.</p>
<p>ELA.2.AOR.5.1 Describe the basic structure of a literary text (e.g., narrative, drama, and poem).</p>	<p>2.RL.12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.</p> <p>2.RL.12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</p>
<p>ELA.1.AOR.5.1 Identify and explain the differences between texts that tell stories and texts that provide information.</p>	<p>1.RL.12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.</p> <p>1.RL.12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</p>
<p>ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.</p>	<p>K.RL.12.1 Recognize and sort types of literary texts.</p> <p>K.RI.12.2 Recognize the crafted text structure of recurring phrases</p>

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

2024 ELA.AOR.5.2	2015 Alignment
<p>ELA.E4.AOR.5.2 Evaluate and critique the text structure(s) and features within an informational text and how an author could make the text more effective.</p>	<p>E4.RI.8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone. E4.RI.11.1 Compare and contrast the effectiveness of authors' uses of text features and structures to support similar claims.</p>
<p>ELA.E3.AOR.5.2 Evaluate the text structure(s) and features within an informational text; analyze how an author could make the text more effective.</p>	<p>E3.RI.8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone. E3.RI.11.1 Evaluate the effectiveness of the author's use of text features and structures to support a claim.</p>
<p>ELA.E2.AOR.5.2 Analyze the impact of multiple text structures and/or the use of text features in an informational text; determine and explain how an author could make the text more effective.</p>	<p>E2.RI.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E2.RI.8.2 Explain how the author's meaning and tone are developed and refined by text features and structures. E2.RI.11.1 Analyze in detail how the author's ideas or claims are supported through the use of text features and structures.</p>
<p>ELA.E1.AOR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.</p>	<p>E1.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. E1.RI.8.2 Determine how an author uses text features and structures to shape meaning and tone. E1.RI.11.1 Explain how the author's ideas or claims are supported through the use of text features and structures</p>
<p>ELA.8.AOR.5.2 Analyze how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.</p>	<p>8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RI.8.2/8.RI.11.1 Analyze the impact of text features and structures on authors' similar ideas or claims about the same topic.</p>

2024 ELA.AOR.5.2	2015 Alignment
ELA.7.AOR.5.2 Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author’s purpose in an informational text.	7.RI.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.8.2/7.RI.11.1 Determine the impact of text features and structures on an author’s ideas or claim.
ELA.6.AOR.5.2 Analyze how individual text sections (e.g., a particular sentence, paragraph, chapter, or section) fit into the overall structure of an informational text.	6.RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.8.2/6.RI.11.1 Identify text features and structures that support an author’s idea or claim.
ELA.5.AOR.5.2 Compare and contrast how text features and/or structures contribute to the overall meaning in two or more informational texts.	5.RI.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RI.8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem. 5.RI.11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.
ELA.4.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of problem and solution, chronological, and/or compare and contrast.	4.RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RI.8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text. 4.RI.11.1 Apply knowledge of text structures to describe how structures contribute to meaning.
ELA.3.AOR.5.2 Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.	3.RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RI.8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text. 3.RI.11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.

2024 ELA.AOR.5.2	2015 Alignment
<p>ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.</p>	<p>2.RI.8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.</p> <p>2.RI.11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.</p>
<p>ELA.1.AOR.5.2 Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text.</p>	<p>1.RL.8.1 Identify words, phrases, illustrations, and photographs used to provide information.</p> <p>1.RL.8.2 Use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>
<p>ELA.K.AOR.5.2 Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts.</p>	<p>K.RI.8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.</p> <p>K.RI.8.2 With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.</p>

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

2024 ELA.AOR.5.3	2015 Alignment
<p>ELA.E4.AOR.5.3 Evaluate and critique multiple arguments on the same topic while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational text; evaluate and critique each author’s use of information.</p>	<p>E4.RI.10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. E4.RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.</p>
<p>ELA.E3.AOR.5.3 Compare the development of multiple arguments on the same topic while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational texts; evaluate each author’s use of information.</p>	<p>E3.RI.10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. E3.RI.11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.</p>
<p>ELA.E2.AOR.5.3 Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims.</p>	<p>E2.RI.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations. E2.RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>ELA.E1.AOR.5.3 Analyze an author’s argument while evaluating the effectiveness of the types of reasoning and/or the rhetoric used in an informational text.</p>	<p>E1.RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations. E1.RI.10.1 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. E1.RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p>ELA.8.AOR.5.3 Trace the development of an author’s argument while analyzing the types of reasoning and/or rhetorical appeals used in an informational text.</p>	<p>8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

2024 ELA.AOR.5.3	2015 Alignment
	8.RI.11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
ELA.7.AOR.5.3 Trace the development of an author’s argument while explaining the types of reasoning and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	7.RI.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.6.AOR.5.3 Trace the development of an author’s argument while identifying the types of reasoning used and/or the rhetorical appeal of ethos, pathos, or logos in an informational text.	6.RI.5.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.11.2 Trace and evaluate the argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not supported.
ELA.5.AOR.5.3 Determine an author’s argument and trace its development while identifying claims, supporting reasons, and evidence in an informational text.	5.RI.5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. 5.RI.11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.
ELA.4.AOR.5.3 Explain an author’s use of reasons and evidence to support a claim(s) in an informational text.	4.RI.5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions. 4.RI.11.2 Explain how an author uses reasons and evidence to support particular points.
ELA.3.AOR.5.3 Identify an author’s claim, and explain how an author uses reasons to support that claim in an informational text.	3.RI.5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions. 3.RI.11.2 Describe the structures an author uses to support specific points.

2024 ELA.AOR.5.3	2015 Alignment
ELA.2.AOR.5.3 Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.	2.RI.11.2 Identify the structures an author uses to support specific points.
ELA.1.AOR.5.3 Identify and explain the differences between facts and opinions about a topic in an informational text.	1.RI.11.2 Identify the reasons an author gives to support a position.
ELA.K.AOR.5.3 Identify an author’s opinion about a topic in an informational text.	K.RI.11.2 With guidance and support, identify the reasons an author gives to support a position.

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

2024 ELA.AOR.6.1	2015 Alignment
<p>ELA.E4.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p>	<p>E4.RL.6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary. E4.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</p>
<p>ELA.E3.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p>	<p>E3.RL.6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary. E3.RI.6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.</p>
<p>ELA.E2.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p>	<p>E2.RL.6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. E2.RI.6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p>	<p>E1.RL.6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. E1.RI.6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>ELA.8.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p>	<p>8.RL.6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary.</p>

2024 ELA.AOR.6.1	2015 Alignment
	8.RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
ELA.7.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.	7.RL.6.1 Determine one or more themes and analyze the development; provide an objective summary. 7.RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.
ELA.6.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.	6.RL.6.1 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6.RI.6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details.
ELA.5.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	5.RL.6.1 Determine and analyze the development of a theme within a text; summarize using key details. 5.RI.6.1 Summarize a text with two or more central ideas; cite key supporting details.
ELA.4.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and relevant key details for a literary text; and b. include a central idea and relevant supporting details for an informational text.	4.RL.6.1 Determine the theme by recalling key details that support the theme. 4.RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.
ELA.3.AOR.6.1 Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and supporting details for an informational text.	3.RL.6.1 Determine the theme by recalling key details that support the theme. 3.RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.
ELA.2.AOR.6.1 Retell a text to enhance comprehension:	2.RL.7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.

2024 ELA.AOR.6.1	2015 Alignment
<ul style="list-style-type: none"> a. include main story elements in a logical sequence for a literary text; and b. include a central idea and supporting details for an informational text. 	<p>2.RI.6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.</p>
<p>ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension:</p> <ul style="list-style-type: none"> a. include main story elements at the beginning, middle, and end for a literary text; and b. include a central idea and supporting details for an informational text. 	<p>1.RL.7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.</p> <p>1.RI.6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.</p>
<p>ELA.K.AOR.6.1 Retell a text orally to enhance comprehension:</p> <ul style="list-style-type: none"> a. include main character(s), setting, and important events for a story; and b. include topic and supporting details for an informational text. 	<p>K.RL.7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p> <p>K.RI.6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.</p>

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

2024 ELA.AOR.7.1	2015 Alignment
<p>ELA.E4.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>E4.RL.4.3/E4.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary during independent reading of a text.</p> <p>E4.RL.10.1/E4.RI.9.1 Use context clues to determine meanings of words and phrases.</p> <p>E4.RL.10.5/E4.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>
<p>ELA.E3.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>E3.RL.4.3/E3.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary during independent reading of a text.</p> <p>E3.RL.10.1/E3.RI.9.1 Use context clues to determine meanings of words and phrases.</p> <p>E3.RL.10.5/E3.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>
<p>ELA.E2.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and 	<p>E2.RL.4.3/E2.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>E2.RL.10.1/E2.RI.9.1 Use context clues to determine meanings of words and phrases.</p> <p>E2.RL.10.5/E2.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>

2024 ELA.AOR.7.1	2015 Alignment
<p>c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</p>	<p>E2.RL.10.6/E2.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>ELA.E1.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>E1.RL.4.3/E1.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary during independent reading of a text.</p> <p>E1.RL.10.1/E1.RI.9.1 Use context clues to determine meanings of words and phrases.</p> <p>E1.RL.10.5/E1.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p>
<p>ELA.8.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words. 	<p>8.RL.4.3/8.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>8.RL.10.1 Use context clues to determine meanings of words and phrases.</p> <p>8.RI.9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p> <p>8.RL.10.5/8.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>8.RL.10.6/8.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>ELA.7.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p>	<p>7.RL.4.3/7.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>7.RL.10.1/7.RI.9.1 Use context clues to determine meanings of words and phrases.</p>

2024 ELA.AOR.7.1	2015 Alignment
<ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases. 	<p>7.RL.10.5/7.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>7.RL.10.6/7.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>ELA.6.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies.</p> <ul style="list-style-type: none"> a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) to determine the meaning of words and phrases; b. use background or prior knowledge to determine or clarify the meanings of words and phrases; and c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases. 	<p>6.RL.4.3/6.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>6.RL.10.1 Use the overall meaning of a text or a word’s position or function to determine the meaning of a word or phrase.</p> <p>6.RI.9.1 Determine the meaning of a word or phrase using the overall meaning of a text or a word’s position or function.</p> <p>6.RL.10.5/6.RL.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>6.RL.10.6/6.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>ELA.5.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. 	<p>5.RL.4.3/5.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>5.RL.10.1/5.RI.9.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</p> <p>5.RL.10.5/5.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>5.RL.10.6/5.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p>

2024 ELA.AOR.7.1	2015 Alignment
<p>ELA.4.AOR.7.1 Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ol style="list-style-type: none"> use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase; consult print and digital reference materials to build and integrate background knowledge; and 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. 	<p>4.RL.4.3/4.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>4.RL.10.1/4.RI.9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.</p> <p>4.RL.10.5/4.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>4.RL.10.6/4.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p>
<p>ELA.3.AOR.7.1 Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ol style="list-style-type: none"> use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; consult print and digital reference materials to build and integrate background knowledge; and consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases. 	<p>3.RL.4.3/3.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>3.RL.10.1/3.RI.9.1 Use paragraph-level context to determine the meaning of words and phrases.</p> <p>3.RL.10.5/3.RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.</p> <p>3.RL.10.6/3.RI.9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.</p>
<p>ELA.2.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ol style="list-style-type: none"> use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; use reference materials to build and integrate background knowledge; use glossaries and dictionaries to determine the meaning of words and phrases; and use words and phrases acquired through conversations, reading, and responding to texts. 	<p>2.RL.4.3/2.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>2.RL.10.1/2.RI.9.1 Use context to determine the meaning of words and phrases.</p> <p>2.RL.10.5/2.RI.9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.</p> <p>2.RL.10.6/2.RI.9.5 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.</p>

2024 ELA.AOR.7.1	2015 Alignment
<p>ELA.1.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase; b. use provided reference materials to build and integrate background knowledge; c. use provided reference materials to determine the meaning of words and phrases; and d. use words and phrases acquired through conversations, being read to, and responding to texts. 	<p>1.RL.4.3/1.RI.4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.</p> <p>1.RL.10.5/1.RI.9.4 Use print and multimedia resources to explore word relationships and meanings.</p> <p>1.RL.10.6/1.RI.9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>
<p>ELA.K.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; and b. use words and phrases acquired through conversations, being read to, and responding to texts. 	<p>K.RL.10.1/K.RI.9.1 With guidance and support, ask and answer questions about known and unknown words.</p> <p>K.RL.10.6/K.RI.9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>

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

2024 ELA.AOR.8.1	2015 Alignment
<p>ELA.E4.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. interpret figures of speech (e.g., 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). 	<p>E4.RL.9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.</p> <p>E4.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>E4.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases</p>
<p>ELA.E3.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. interpret figures of speech (e.g., 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). 	<p>E3.RL.9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.</p> <p>E3.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>E3.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.</p>
<p>ELA.E2.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. interpret figures of speech (e.g., 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). 	<p>E2.RL.9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>E2.RI.9.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.</p> <p>E2.RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.</p>

2024 ELA.AOR.8.1	2015 Alignment
<p>ELA.E1.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. interpret figures of speech (e.g., pun) 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). 	<p>E1.RL.9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone. E1.RI.9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon. E1.RI.8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.</p>
<p>ELA.8.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text; b. determine the relationship between particular words to better understand each of the words; and c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute). 	<p>8.RL.9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8.RI.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words, phrases, analogies, or allusions on meaning and tone.</p>
<p>ELA.7.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic). 	<p>7.RL.9.1 Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact of rhymes and other repetitions of sounds on specific verses or stanzas of poems or sections of narrative or drama. 7.RI.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific words or phrases on meaning and tone.</p>
<p>ELA.6.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p>	<p>6.RL.9.1 Determine the figurative and connotative meanings of words and phrases as they are used in text; analyze the impact of specific word choice on meaning and tone.</p>

2024 ELA.AOR.8.1	2015 Alignment
<ul style="list-style-type: none"> a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within a text; b. determine the relationship between words; and c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty). 	<p>6.RI.8.1 Determine figurative, connotative, and technical meanings of words and phrases used in a text; analyze the impact of specific word choice on meaning and tone.</p>
<p>ELA.5.AOR.8.1 Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. recognize and explain the meaning of figurative language, including similes and metaphors, in context; and b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>5.RL.9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p>
<p>ELA.4.AOR.8.1 Determine an author’s use of figurative and technical language in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. explain the meaning of commonly occurring similes, metaphors, and idioms; and c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words. 	<p>4.RL.9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.</p>
<p>ELA.3.AOR.8.1 Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. identify real-life connections between words and their use (e.g., describe people who are helpful); and c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words. 	<p>This is a new indicator in the <i>2024 SC CCR ELA Standards</i>.</p>

2024 ELA.AOR.8.1	2015 Alignment
<p>ELA.2.AOR.8.1 Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; and b. distinguish nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny). 	<p>2.RL.9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</p>
<p>ELA.1.AOR.8.1 Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. ask and answer questions about words and phrases to determine their meaning; b. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and c. define words by their category and simple attributes (e.g., an owl is a bird that flies). 	<p>1.RL.9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>
<p>ELA.K.AOR.8.1 Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:</p> <ul style="list-style-type: none"> a. sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; b. deepen understanding of words by relating words to their opposites; and c. identify and explain descriptive words and phrases that suggest feelings or appeal to the senses. 	<p>K.RL.9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.</p>

Standard 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.

2024 ELA.AOR.9.1	2015 Alignment
ELA.E4.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	E4.RL.10.2/E4.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
ELA.E3.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	E3.RL.10.2/E3.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
ELA.E2.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	E2.RL.10.2/E2.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
ELA.E1.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.	E1.RL.10.2/E1.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
ELA.8.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	8.RL.10.2/8.RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns , origins, bases and affixes.
ELA.7.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	7.RL.10.2/7.RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns , origins, bases and affixes.
ELA.6.AOR.9.1 Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.	6.RI.10.2/6.RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns , origins, bases and affixes.
ELA.5.AOR.9.1 Identify and use knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-appropriate content.	5.RL.10.2/5.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

2024 ELA.AOR.9.1	2015 Alignment
ELA.4.AOR.9.1 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of words in grade-appropriate content.	4.RL.10.2/4.RI.9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. 4.RI.9.3 Use a base word to determine the meaning of an unknown word with the same base.
ELA.3.AOR.9.1 Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content.	3.RL.10.2/3.RI.9.2 Determine the meaning of a word when an affix is added to a base word. 3.RI.9.3 Use a base word to determine the meaning of an unknown word with the same base.
ELA.2.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.	2.RL.10.2/2.RI.9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
ELA.1.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.	1.RL.10.2/1.RI.9.2 Identify new meanings for familiar words and apply them accurately. 1.RL.10.3/1.RI.9.3 Use inflectional endings and affixes to determine the meaning of unknown words.
ELA.K.AOR.9.1 Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.	K.RL.10.2/ K.RI.9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.

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

2024 ELA.AOR.10.1	2015 Alignment
ELA.E4.AOR.10.1 Evaluate and critique the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	E4.RL.7.1 Trace the development of a common theme in two different artistic mediums. E4.RI.7.1 Evaluate how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.
ELA.E3.AOR.10.1 Evaluate the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.E2.AOR.10.1 Analyze the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.E1.AOR.10.1 Explain the advantages and disadvantages of using different multimedia (e.g., print text, digital text, film, image, performance) formats for presenting ideas or topics.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.8.AOR.10.1 Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a scene in a play and watching a performance of a scene in a play), and analyze how each media’s portrayal of the text or subject impacts the audience.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.7.AOR.10.1 Evaluate a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and analyze how each media’s portrayal of the text or subject impacts the audience.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.6.AOR.10.1 Analyze a text or subject presented through multimedia formats (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media’s portrayal of the text or subject impacts the audience.	6.RL.7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.

2024 ELA.AOR.10.1	2015 Alignment
ELA.5.AOR.10.1 Compare and contrast a print format of a text (e.g., literary, informational) to a non-print format (e.g., film, image, performance), explaining each media's portrayal of the subject.	5.RL.7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.
ELA.4.AOR.10.1 Determine and explain how visuals (e.g., illustrations, photographs, maps) and/or multimedia elements (e.g., video, audio) contribute to the meaning of a print or non-print text.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.3.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, graphs, maps) contributes to the meaning of a print or non-print text.	3.RL.7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.
ELA.2.AOR.10.1 Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text.	2.RL.6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
ELA.1.AOR.10.1 Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.	1.RL.6.1 Describe the relationship between the illustrations and the characters, setting, or events.
ELA.K.AOR.10.1 Describe the relationship between visuals (e.g., illustrations, photographs) and the text.	K.RL.6.1 Describe the relationship between illustrations and the text.

Research Crosswalk

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

2024 ELA.R.1	2015 Alignment
<p>ELA.E4.R.1.1 Conduct short and more sustained research to answer questions or solve problems by:</p> <ul style="list-style-type: none"> 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. 	<p>E4.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</p> <p>E4.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E4.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>E4.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E4.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.</p> <p>E4.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.</p>
<p>ELA.E3.R.1.1 Conduct short and more sustained research to answer questions or solve a problem(s) by:</p> <ul style="list-style-type: none"> 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. 	<p>E3.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</p> <p>E3.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E3.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>E3.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p>

2024 ELA.R.1	2015 Alignment
	<p>E3.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.</p> <p>E3.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.</p>
<p>ELA.E2.R.1.1 Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:</p> <ul style="list-style-type: none"> 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. 	<p>E2.I.1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</p> <p>E2.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E2.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>E2.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E2.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.</p> <p>E2.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed...</p>
<p>ELA.E1.R.1.1 Conduct short and more sustained research to answer a question(s) or solve a problem(s) by:</p> <ul style="list-style-type: none"> 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. 	<p>E1.I.1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.</p> <p>E1.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E1.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p>

2024 ELA.R.1	2015 Alignment
	<p>E1.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E1.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.</p> <p>E1.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.</p>
<p>ELA.8.R.1.1 Conduct short and more sustained research by:</p> <ul style="list-style-type: none"> a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose. 	<p>8.I.1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.</p> <p>8.I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p> <p>8.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>8.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>8.C.2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p>
<p>ELA.7.R.1.1 Conduct short and more sustained research by:</p> <ul style="list-style-type: none"> a. generating and answering 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 purpose. 	<p>7.I.1.1 Develop questions to broaden thinking for new learning and deeper understanding.</p> <p>7.I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p> <p>7.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>7.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p>

2024 ELA.R.1	2015 Alignment
<p>ELA.6.R.1.1 Conduct short and more sustained research for inquiry by:</p> <ul style="list-style-type: none"> a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic. 	<p>6.I.1.1 Develop questions to broaden thinking for new learning and deeper understanding.</p> <p>6.I.2.1 Transact with text in order to form logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.</p> <p>6.I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.</p> <p>6.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p>
<p>ELA.5.R.1.1 Conduct short research for inquiry by:</p> <ul style="list-style-type: none"> a. generating a question(s) about a topic; and b. consulting a variety of print and multimedia sources. 	<p>5.I.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>5.I.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternate views.</p> <p>5.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p>
<p>ELA.4.R.1.1 Conduct short research for inquiry by:</p> <ul style="list-style-type: none"> a. generating a question about a topic; and b. examining a provided source. 	<p>4.I.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p> <p>4.I.2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternate views.</p> <p>4.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p>
<p>ELA.3.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.</p>	<p>3.I.1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.</p>
<p>ELA.2.R.1.1 Ask and answer questions about print and non-print sources to narrow or broaden thinking.</p>	<p>2.I.1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.</p> <p>2.RL/RI.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p>

2024 ELA.R.1	2015 Alignment
ELA.1.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	1.RL/RI.5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
ELA.K.R.1.1 Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.	K.RL/RI.5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.

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

2024 ELA.R.1	2015 Alignment
<p>ELA.E4.R.1.2 Evaluate the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.</p>	<p>E4.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E4.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.</p> <p>E4.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E4.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</p> <p>E4.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.</p> <p>E4.C.2.1 ...assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically...</p> <p>E4.C.2.2 Distinguish between credible and non-credible sources of information.</p>
<p>ELA.E3.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.</p>	<p>E3.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.</p> <p>E3.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E3.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E3.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</p> <p>E3.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.</p> <p>E3.C.2.1 ...assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically...</p> <p>E3.C.2.2 Distinguish between credible and non-credible sources of information.</p>

2024 ELA.R.1	2015 Alignment
<p>ELA.E2.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.</p>	<p>E2.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.</p> <p>E2.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E2.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E2.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</p> <p>E2.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.</p> <p>E2.C.2.1 ...assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically...</p> <p>E2.C.2.2 Distinguish between credible and non-credible sources of information.</p>
<p>ELA.E1.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.</p>	<p>E1.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.</p> <p>E1.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.</p> <p>E1.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.</p> <p>E1.I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.</p> <p>E1.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.</p> <p>E1.C.2.1 ...assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically...</p> <p>E1.C.2.2 Distinguish between credible and non-credible sources of information.</p>

2024 ELA.R.1	2015 Alignment
ELA.8.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.	8.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry. 8.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias. 8.I.4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views. 8.C.2.2 Analyze and evaluate the credibility of information and the accuracy of findings.
ELA.7.R.1.2 Determine the credibility of one or more sources consulted and use the most credible source(s).	7.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
ELA.6.R.1.2 Determine the credibility of one or more sources consulted and use the most credible source(s).	6.I.3.2 Examine historical, social, cultural, or political context to broaden inquiry. 6.I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.
ELA.5.R.1.2 Determine the credibility of the source(s) consulted and use the most credible source(s).	5.C.2.2 Analyze the credibility of information presented in diverse media and formats.
ELA.4.R.1.2 Determine the credibility of a provided source.	4.C.2.2 Analyze the credibility of information presented in diverse media and formats.
ELA.3.R.1.2 Group findings from a provided print or non-print source.	3.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
ELA.2.R.1.2 Sequence information from a provided print or non-print source.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.1.R.1.2 <i>Instruction of this indicator begins in second grade.</i>	
ELA.K.R.1.2 <i>Instruction of this indicator begins in second grade.</i>	

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

2024 ELA.R.1	2015 Alignment
ELA.E4.R.1.3 Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.	E4.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
ELA.E3.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	E3.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
ELA.E2.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	E2.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives. E2.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
ELA.E1.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.	E2.I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives. E1.I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.
ELA.8.R.1.3 Analyze findings to determine relevance to the topic.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.7.R.1.3 Determine which source(s) and/or information is relevant to the topic.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.6.R.1.3 Determine which source(s) and/or information is relevant to the topic.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.5.R.1.3 Determine which information is relevant to the topic.	5.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 5.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 5.I.4.2 Reflect on findings to build deeper understanding and determine next steps.

2024 ELA.R.1	2015 Alignment
ELA.4.R.1.3 Determine which information is relevant to the topic.	4.I.3.1 Develop a plan of action for collecting relevant information from primary and secondary sources. 4.I.4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process. 4.I.4.2 Reflect on findings to build deeper understanding and determine next steps.
ELA.3.R.1.3 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.2.R.1.3 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.1.R.1.3 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.K.R.1.3 <i>Instruction of this indicator begins in fourth grade.</i>	

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

2024 ELA.R.1	2015 Alignment
ELA.E4.R.1.4 Synthesize and logically organize findings as relevant to the purpose and audience.	E3.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learnings; identify implications for future inquiry.
ELA.E3.R.1.4 Synthesize and logically organize findings as relevant to the purpose and audience.	E3.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learnings; identify implications for future inquiry.
ELA.E2.R.1.4 Logically organize findings as relevant to the purpose and audience.	E2.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learnings; identify implications for future inquiry. E2.I.4.3 Determine appropriate disciplinary tools to communicate findings.
ELA.E1.R.1.4 Logically organize findings as relevant to the purpose and audience.	E1.I.3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learnings; identify implications for future inquiry. E1.I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.
ELA.8.R.1.4 Logically organize findings as relevant to the purpose.	8.RI.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
ELA.7.R.1.4 Logically organize findings.	7.RI.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
ELA.6.R.1.4 Logically organize findings.	6.RI.3.4 Organize and categorize important information, revise ideas, and report relevant findings.
ELA.5.R.1.4 Logically group related findings.	5.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

2024 ELA.R.1	2015 Alignment
ELA.4.R.1.4 Group related findings.	4.I.3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.
ELA.3.R.1.4 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.2.R.1.4 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.1.R.1.4 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.K.R.1.4 <i>Instruction of this indicator begins in fourth grade.</i>	

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

2024 ELA.R.1	2015 Alignment
ELA.E4.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism.	E4.W.1.1i/ E4.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.E3.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism.	E3.W.1.1i/ E3.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.E2.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism.	E2.W.1.1g/ 2.1.1g Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. E2.C.2.2 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.E1.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism.	E1.W.1.1g/ E1.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELA.8.R.1.5 Cite sources to avoid plagiarism.	8.W.1.1g/8.W.2.1g paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation. 8.C.2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.
ELA.7.R.1.5 Cite sources to avoid plagiarism.	7.W.1.1g/7.W.2.1g paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation. 7.C.2.3 Quote and paraphrase the data and conclusions while avoiding plagiarism and following a standard format for citation.
ELA.6.R.1.5 Cite sources to avoid plagiarism.	6.W.1.1f Paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation. 6.W.2.1i Follow a standard format for citation. 6.C.2.3 Quote and paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

2024 ELA.R.1	2015 Alignment
ELA.5.R.1.5 Cite sources to avoid plagiarism.	5.W.1.1f/5.W.2.1i Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.
ELA.4.R.1.5 Cite sources to avoid plagiarism.	4.W.1.1f/4.W.2.1g Use paraphrasing, quotations, and original language to avoid plagiarism.
ELA.3.R.1.5 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.2.R.1.5 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.1.R.1.5 <i>Instruction of this indicator begins in fourth grade.</i>	
ELA.K.R.1.5 <i>Instruction of this indicator begins in fourth grade.</i>	

Communications Crosswalk

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

2024 ELA.C.1	2015 Alignment
<p>ELA.E4.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ol style="list-style-type: none"> introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; develop claims and counterclaims fairly and thoroughly by using the most relevant evidence for each and by identifying the strengths and limitations of both; consider the audience's knowledge level and possible biases; use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims; use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; establish and maintain a writing style appropriate to the task and audience; and provide a concluding statement or section that supports the argument presented. 	<p>E4.W.1.1 Write arguments that:</p> <ol style="list-style-type: none"> introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; use relevant information from multiple print and multimedia sources; assess the credibility and accuracy of each source; create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence; develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; develop and strengthen writing as needed by planning, revising, editing, rewriting; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; provide a concluding statement or section that follows from and supports the argument presented; and include a call to action.

2024 ELA.C.1	2015 Alignment
<p>ELA.E3.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ul style="list-style-type: none"> a. introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence; b. develop claims and counterclaims by using the most relevant evidence for each and by identifying the strengths and limitations of both; 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; d. use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject; e. establish and maintain a writing style appropriate to the task and audience; and f. provide a concluding statement or section that supports the argument presented. 	<p>E3.W.1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence; e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; k. provide a concluding statement or section that follows from and supports the argument presented; and l. include a call to action.
<p>ELA.E2.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:</p>	<p>E2.W.1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a precise claim and differentiate between the claim and counterclaims;

2024 ELA.C.1	2015 Alignment
<ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant and sufficient evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence; d. establish a tone and style appropriate to the purpose and audience; and e. provide a concluding statement or section that supports the argument presented. 	<ul style="list-style-type: none"> b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; i. provide a concluding statement or section that follows from and supports the argument presented; and j. include a call to action.
<p>ELA.E1.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ul style="list-style-type: none"> a. introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts; b. acknowledge and refute at least one counterclaim with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence; c. link the major sections of the text cohesively; d. establish a tone and style appropriate to the purpose; and 	<p>E1.W.1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a precise claim and differentiate between the claim and counterclaims; b. use relevant information from multiple print and multimedia sources; c. assess the credibility and accuracy of each source; d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for

2024 ELA.C.1	2015 Alignment
<p>e. provide a concluding statement or section that supports the argument presented.</p>	<p>each while delineating the strengths and limitations of the claim and counterclaims; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; i. provide a concluding statement or section that follows from and supports the argument presented; and j. include a call to action.</p>
<p>ELA.8.C.1.1 Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ol style="list-style-type: none"> introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources; acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence; use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence; establish and maintain a tone appropriate to the task and audience; and provide a concluding statement or section that supports the argument presented. 	<p>8.W.1.1 Write arguments that:</p> <ol style="list-style-type: none"> introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically; use relevant information from multiple print and multimedia sources; support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources; use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence; develop the claim and counterclaims providing credible evidence and data for each; develop and strengthen writing as needed by planning, revising, editing, rewriting; paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; establish and maintain a formal style and objective tone; and provide a concluding statement or section that follows from and supports the argument.

2024 ELA.C.1	2015 Alignment
<p>ELA.7.C.1.1 Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s); c. acknowledge a counterclaim; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationships between claims and reasons; f. provide a concluding statement or section that supports the argument presented. 	<p>7.W.1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically; b. use relevant information from multiple print and multimedia sources; c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop the claim providing credible evidence and data for each; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation; h. establish and maintain a formal style and objective tone; and i. provide a concluding statement or section that follows from and supports the argument.
<p>ELA.6.C.1.1 Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> a. introduce a claim and organize the reasons and evidence clearly; b. support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s); c. acknowledge an alternative perspective; d. use an organizational structure appropriate to the purpose and task; e. use transitions to clarify the relationship(s) between claim and reasons; and f. provide a concluding statement or section that follows from the argument presented. 	<p>6.W.1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a focused claim and organize reasons and evidence clearly; b. use information from multiple print and multimedia sources; e. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text; d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic bibliographic information for sources;

2024 ELA.C.1	2015 Alignment
	<ul style="list-style-type: none"> g. establish and maintain a formal style; and h. provide a conclusion that follows from and supports the argument.
<p>ELA.5.C.1.1 Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and make a claim about the topic; b. include reasons that are supported by facts from a credible source(s); c. develop an organizational structure in which ideas are grouped logically; d. use transitions to link and structure ideas; and e. provide a concluding statement or section. 	<p>5.W.1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a topic or text clearly; state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the claim presented.
<p>ELA.4.C.1.1 Write arguments to make a claim about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and state an opinion about the topic; b. provide reasons supported by facts from a credible source(s); c. group ideas logically using transitional words and phrases; and d. provide a concluding statement or section. 	<p>4.W.1.1 Write opinion pieces that:</p> <ul style="list-style-type: none"> a. introduce a topic or text clearly; state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide reasons supported by facts and details; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the opinion presented.

2024 ELA.C.1	2015 Alignment
<p>ELA.3.C.1.1 Write opinion pieces about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic; include an opinion statement; b. include reasons supported by details from a provided source; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement. 	<p>3.W.1.1 Write opinion pieces that:</p> <ul style="list-style-type: none"> a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; b. use information from multiple print and multimedia sources; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; and g. provide a concluding statement or section.
<p>ELA.2.C.1.1 Write opinion pieces about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce an opinion and include reasons with details to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement. 	<p>2.W.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.</p>
<p>ELA.1.C.1.1 Write opinion pieces about a topic. When writing:</p> <ul style="list-style-type: none"> a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate transitions; and c. provide a concluding statement or idea. 	<p>1.W.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.</p>
<p>ELA.K.C.1.1 Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason.</p>	<p>K.W.1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.</p>

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

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<p>ELA.E4.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex concepts and information so that each new element builds on what precedes it; b. 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; c. use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and f. provide a concluding statement or section that supports the information presented. 	<p>E4.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid as needed; f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and l. provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>ELA.E3.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p>	<p>E3.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources;

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<ul style="list-style-type: none"> a. introduce a topic and organize complex concepts and information; b. develop the topic by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience’s knowledge of the topic; c. use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and f. provide a concluding statement or section that supports the information presented. 	<ul style="list-style-type: none"> c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid as needed; f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and l. provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>ELA.E2.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience; 	<p>E2.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed;

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<ul style="list-style-type: none"> c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. establish and maintain a style and objective tone appropriate to the task and purpose; and f. provide a concluding statement or section that supports the information presented. 	<ul style="list-style-type: none"> f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; j. use precise language and domain-specific vocabulary to manage the complexity of the topic; k. establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and l. provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>ELA.E1.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions; b. develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience; c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts; d. use precise language and vocabulary appropriate to the complexity of the topic; e. use a tone and style appropriate to the task and audience; and 	<p>E1.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and multimedia to aid comprehension as needed; f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;

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<p>f. provide a concluding statement or section that supports the information presented.</p>	<p>g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; j. use precise language and domain-specific vocabulary to manage the complexity of the topic; k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p>ELA.8.C.2.1 Write informative texts to examine a topic and analyze information from multiple sources. When writing:</p> <ol style="list-style-type: none"> introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect; develop the topic with relevant facts, definitions, details, and/or quotes; use varied transitions to clarify the relationships between ideas and concepts; use precise language and thoughtful elaboration to inform or to explain the topic; establish a tone appropriate to the task and audience; and provide a concluding statement or section that supports the information presented. 	<p>8.W.2.1 Write informative/explanatory texts that:</p> <ol style="list-style-type: none"> introduce a topic; use relevant information from multiple print and digital sources; organize ideas, concepts, and information into broader categories; d. assess the credibility of each source; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to explain the topic; l. establish and maintain a style and tone authentic to the purpose; and

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	m. provide a concluding statement or section that follows and supports the information or explanation presented.
<p>ELA.7.C.2.1 Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect; b. develop the topic with relevant facts, definitions, details, and/or quotes; c. use appropriate transitions to clarify the relationships between ideas and concepts; d. use precise language and thoughtful elaboration to inform or to explain the topic; e. establish a tone appropriate to the task and audience; and f. provide a concluding statement or section that supports the information presented. 	<p>7.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly, previewing what is to follow; b. use relevant information from multiple print and digital sources; c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; d. use credible sources; e. include formatting, graphics, and multimedia to aid comprehension; f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows and supports the information or explanation presented.
<p>ELA.6.C.2.1 Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic clearly and organize information logically; b. develop the topic with relevant facts, definitions, details, quotes, or other information and examples; c. use appropriate transitions to clarify the relationships among ideas and concepts; 	<p>6.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a focused topic; b. use relevant information from multiple print and digital sources; c. use definition, classification, comparison/contrast, and cause/effect structures to organize ideas, concepts, and information; d. use credible sources; e. include formatting, graphics, and multimedia to aid comprehension;

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<ul style="list-style-type: none"> d. use precise language and vocabulary to inform or to explain the topic; and e. provide a concluding statement or section. 	<ul style="list-style-type: none"> f. develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; g. develop and strengthen writing as needed by planning, revising, editing, rewriting; h. paraphrase, quote, and summarize to avoid plagiarism; i. follow a standard format for citation; j. use appropriate transitions to clarify the relationships among ideas and concepts; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. establish and maintain a style and tone authentic to the purpose; and m. provide a concluding statement or section that follows the information or explanation presented.
<p>ELA.5.C.2.1 Write informative texts to examine a topic and convey ideas and information clearly. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section. 	<p>5.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses;

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	<ul style="list-style-type: none"> k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.
<p>ELA.4.C.2.1 Write informative/explanatory texts to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source(s); and f. provide a concluding statement or section. 	<p>4.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. use information from multiple print and multimedia sources; c. group related information in paragraphs and sections; d. include formatting, illustrations, and multimedia to aid comprehension; e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use paraphrasing, quotations, and original language to avoid plagiarism; h. link ideas within categories of information using words and phrases i. use precise language and domain-specific vocabulary to inform or explain the topic; j. develop a style and tone authentic to the purpose; and k. provide a concluding statement or section related to the information or explanation presented.
<p>ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; 	<p>3.W.2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic and group related information together; b. use information from multiple print and multimedia sources; c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism;

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<ul style="list-style-type: none"> d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source; and f. provide a concluding statement or section. 	<ul style="list-style-type: none"> g. use transition words and phrases to connect ideas within categories of information; h. develop a style and tone authentic to the purpose; and i. provide a concluding statement or section.
<p>ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use facts and details to develop the topic; and c. provide a concluding statement. 	<p>2.W.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>ELA.1.C.2.1 Write informative/explanatory pieces to name a topic and provide information about the topic. When writing:</p> <ul style="list-style-type: none"> a. introduce a topic; b. provide information with details to develop the topic; and c. provide a concluding statement or idea. 	<p>1.W.2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.</p>
<p>ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.</p>	<p>K.W.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p>

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

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<p>ELA.E4.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:</p> <ol style="list-style-type: none"> produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; engage the reader by establishing a situation, setting up a problem or observation, and establishing its significance; use a variety of techniques to sequence events and build toward a particular tone; use narrative techniques such as dialogue, pacing, and description to develop experiences, events, settings, and/or characters; use precise words and language to develop the experiences, events, setting, and/or characters; and provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing 	<p>E4.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; develop and strengthen writing as needed by planning, revising, editing, rewriting; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>ELA.E3.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques, intentional details, and well-structured sequences for an intended purpose, including introducing an issue and/or supporting a claim. When writing:</p>	<p>E3.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences;

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<ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, setting up a problem or observation and establishing its significance; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing. 	<ul style="list-style-type: none"> b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; c. create a smooth progression of experiences or events; d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>ELA.E2.C.3.1 Write and intentionally use narratives within other modes of writing, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation and/or setting up a problem or observation; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; 	<p>E2.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;

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<ul style="list-style-type: none"> e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending or conclusion that clearly connects the narrative’s relevance to the intended purpose of the writing. 	<ul style="list-style-type: none"> d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p>ELA.E1.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters; c. develop a clear progression of experiences or events; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing. 	<p>E1.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and

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	<p>g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>ELA.8.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; b. engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and f. provide an ending that connects to the intended purpose of the writing. 	<p>8.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, manipulation of time, and reflection to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and h. provide a conclusion that follows from and reflects on narrated experiences or events.
<p>ELA.7.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:</p>	<p>7.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p>

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<ul style="list-style-type: none"> a. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; b. engage the reader by establishing context and point of view and introducing a narrator and/or characters; c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts; d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters; e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and f. provide an ending that follows logically from the narrated experiences or events. 	<ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters; e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters; and h. provide a conclusion that follows from and reflects on narrated experiences or events.
<p>ELA.6.C.3.1 Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well- structured event sequences. When writing:</p> <ul style="list-style-type: none"> a. produce clear and coherent writing appropriate to the task and audience; b. establish context and introduce a narrator and/or characters; c. organize a logical plot structure; d. use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters; e. use precise words and phrases, relevant descriptive details, and figurative language to convey experiences and events; and 	<p>6.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences; b. engage and orient the reader by establishing a context and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally and logically; d. use dialogue, pacing, and manipulation of time to develop experiences, events, and/or characters;

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<p>f. provide an ending that follows logically from the narrated experiences or events.</p>	<p>e. use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another;</p> <p>f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;</p> <p>g. use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and</p> <p>h. provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<p>ELA.5.C.3.1 Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events. 	<p>5.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.

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<p>ELA.4.C.3.1 Write narratives developing real or imagined experiences. When writing:</p> <ol style="list-style-type: none"> establish a situation and setting introduce a narrator and/or characters; organize a plot structure; use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; use a variety of transitional words and phrases to sequence events; and provide an ending that follows from the narrated experiences or events. 	<p>4.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and description to develop experiences and events or show the responses of characters to situations; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use a variety of transitional words and phrases to manage the sequence of events; use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and provide a conclusion that follows from the narrated experiences or events.
<p>ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing:</p> <ol style="list-style-type: none"> establish a setting and introduce a narrator or characters; use temporal words and phrases to sequence a plot structure; use descriptions of actions, thoughts, and feelings to develop characters; and provide an ending. 	<p>3.W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ol style="list-style-type: none"> develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; use temporal words and phrases to signal event order;

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	<p>g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and</p> <p>h. provide a sense of closure.</p>
<p>ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending. 	<p>2.W.3.1 Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; provide a sense of closure.</p>
<p>ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing:</p> <ul style="list-style-type: none"> a. detail events in a logical order using temporal words to signal event order (e.g., before, after); b. include details that describe actions, thoughts, and feelings; and c. provide a sense of ending. 	<p>1.W.3.1 Explore multiple texts to write narratives that recount two or more sequenced events; include details, use temporal words to signal event order, and provide a sense of closure.</p>
<p>ELA.K.C.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order.</p>	<p>K.W.3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p>

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

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<p>ELA.E4.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization and punctuation; b. apply knowledge of usage to revise sentence fragments and run-on sentences; 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. 	<p>E4.W.4.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.</p> <p>E4.W.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>
<p>ELA.E3.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization and punctuation; b. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; 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. 	<p>E3.W.4.1</p> <ul style="list-style-type: none"> a. use verb, noun, prepositional, and verbal phrases to communicate different meanings; b. use independent, dependent, noun, relative and adverbial phrases and clauses to convey shades of meaning and variety; c. demonstrate command of grammar and usage rules; d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and e. resolve issues of complex or contested usage, consulting references as needed. <p>E3.W.5.2 Use a. Semicolon, colon, and comma conventions; and b. Hyphenation conventions.</p>
<p>ELA.E2.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon 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; 	<p>E2.W.4.1</p> <ul style="list-style-type: none"> a. use parallel structure; b. use verb, noun, prepositional, and verbal phrases to communicate different meanings; c. use independent, dependent, noun, relative and adverbial phrases and clauses to convey shades of meaning and variety; d. use parallel structures to communicate similar ideas; e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative

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<ul style="list-style-type: none"> 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 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. 	<p>and adverbial clauses to convey specific meanings and add variety and interest to writing.</p> <p>E2.W.5.2</p> <ul style="list-style-type: none"> a. use a semicolon or conjunctive adverb to link two or more closely related independent clauses; b. use a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.
<p>ELA.E1.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier; c. select and use verbs with appropriate mood and tone; d. use appropriate parallel structure in words, phrases, and clauses; e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and 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. 	<p>E1.W.4.1 Use</p> <ul style="list-style-type: none"> a. parallel structure; b. identify and use gerunds, infinitives, and participles; c. identify and use active and passive verbs; d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun, relative and adverbial clauses to convey specific meanings and add variety and interest to writing. <p>E1.W.5.2 Use</p> <ul style="list-style-type: none"> a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.
<p>ELA.8.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission; c. use different types of verbals in sentences (gerunds, participles, infinitives); 	<p>8.W.4.1</p> <ul style="list-style-type: none"> a. show knowledge of the function of gerunds, participles, and infinitives and their functions in particular sentences; b. form and use verbs in the active and passive voice; c. form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; and d. Recognize and correct inappropriate shifts in verb voice and mood.

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<ul style="list-style-type: none"> d. distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative); e. use appropriate parallel structure in words, phrases, and clauses; f. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and 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. 	<p>8.W.5.2 Use</p> <ul style="list-style-type: none"> a. commas, ellipses, and dashes to indicate a pause, break, or omission; and b. an ellipsis to indicate an omission.
<p>ELA.7.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use a comma to separate coordinate adjectives; c. use hyphenated compound words (e.g., mother-in-law); d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers; e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media. 	<p>7.W.4.1</p> <ul style="list-style-type: none"> a. show knowledge of the function of phrases and clauses in general and their function in specific sentences; b. choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; and c. use phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>7.W.5.2 Use</p> <ul style="list-style-type: none"> a. use a comma to separate coordinate adjectives; and b. use a comma after introductory subordinate clauses.
<p>ELA.6.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; 	<p>6.W.4.1</p> <ul style="list-style-type: none"> a. ensure that subjective, objective possessive pronouns are in the proper case; b. use intensive pronouns;

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<ul style="list-style-type: none"> b. use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses; c. use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class); d. determine and correct pronouns with unclear or ambiguous antecedents; e. explain the function of definite and indefinite articles; f. distinguish between and use simple, compound, complex, and compound-complex sentences to add variety; g. distinguish between and use different types of phrases (prepositional and appositive); h. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tenses; and i. consult print and multimedia sources to check and correct spelling. 	<ul style="list-style-type: none"> c. recognize and use appropriate continuity and shifts in pronoun number and person; d. recognize and correct pronouns with unclear or ambiguous antecedents; e. recognize variations from standard English in one's own and others' writing; and f. identify and use strategies to improve expression in conventional language. <p>6.W.5.2 Use</p> <ul style="list-style-type: none"> a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and b. semicolons to connect main clauses and colons to introduce a list or quotation.
<p>ELA.5.C.4.1 Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. apply knowledge of rules for capitalization; b. use underlining, quotation marks, or italics to indicate titles of works; c. use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address; d. use a colon to introduce a list and after a salutation in a business letter or email; e. explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions; 	<p>5.W.4.1</p> <ul style="list-style-type: none"> a. show knowledge of the function of conjunctions, prepositions, and interjections; b. form and use the perfect verb tenses; c. use verb tense to convey various times, sequences, states, and conditions; d. recognize and use appropriate continuity or shifts in verb tense; and e. use correlative conjunctions. <p>5.W.5.1 a. Apply correct usage of capitalization.</p> <p>5.W.5.2 Use</p> <ul style="list-style-type: none"> a. apostrophes and quotation marks; and

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<ul style="list-style-type: none"> f. distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative); g. use prepositional phrases in different positions within a sentence; h. use correct subject-verb and pronoun-antecedent agreement; i. identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and j. consult print and multimedia sources to check and correct spelling. 	<ul style="list-style-type: none"> b. commas for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
<p>ELA.4.C.4.1 Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (historic periods, nationalities, languages) and proper adjectives; b. use a comma before a coordinating conjunction in a compound sentence and with dependent clauses; c. use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives; d. identify and use simple appositive phrases; e. order adjectives within sentences according to conventional patterns; f. use prepositional phrases; g. distinguish between frequently confused words (e.g., to, too, two; there, their, they're); h. identify and revise sentence fragments and run-on sentences; and i. consult print and multimedia sources to check and correct spelling. 	<p>4.W.4.1</p> <ul style="list-style-type: none"> a. use relative pronouns and relative adverbs; b. form and use the progressive verb tenses; c. use modal auxiliaries to convey various conditions; d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense; e. order adjectives within sentences according to conventional patterns; f. explore using prepositional phrases in different positions within a sentence; g. use coordinating and subordinating conjunctions; h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; and i. use frequently confused homonyms correctly. <p>4.W.5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> <p>4.W.5.2 Use</p> <ul style="list-style-type: none"> a. apostrophes to form possessives and contractions; b. quotation marks and commas to mark direct speech; and

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	<p>c. commas before a coordinating conjunction in a compound sentence.</p> <p>4.W.5.4 Use spelling patterns and generalizations.</p>
<p>ELA.3.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:</p> <ul style="list-style-type: none"> a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; b. use periods to punctuate abbreviations and within quotation marks; c. use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses; d. use apostrophes to create contractions; e. distinguish between and use interrogative and demonstrative pronouns; f. distinguish between and use comparative and superlative adverbs; g. identify and use prepositional phrases; h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; i. explain the function of adjectives and adverbs in simple, compound, and complex sentences; j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. k. identify and revise sentence fragments and run-on sentences; and l. consult print and multimedia sources to check and correct spelling. 	<p>3.W.4.1</p> <ul style="list-style-type: none"> a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun-antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences. <p>3.W.5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p> <p>3.W.5.2. Use</p> <ul style="list-style-type: none"> a. apostrophes to form contractions and singular and plural possessives; b. quotation marks to mark direct speech; c. commas in locations and addresses to mark direct speech and with coordinating adjectives. <p>3.W.5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.</p> <p>3.W.5.4 Use spelling patterns and generalizations.</p> <p>3.W.5.5 Consult print and multimedia sources to check and correct spellings.</p>

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<p>ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ul style="list-style-type: none"> a. capitalize proper nouns (holidays, product names, and geographic names); b. use periods to punctuate initials and titles of people; c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks; d. use quotation marks to set off direct quotations and dialogue; e. use apostrophes to form possessives; f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating); g. identify and use a subject, predicate, and direct object in a sentence; and h. form and use compound sentences. 	<p>2.W.4.1</p> <ul style="list-style-type: none"> a. use collective nouns; b. form and use frequently occurring irregular plural nouns; e. use reflexive pronouns; d. form and use the past tense of frequently occurring irregular verbs e. use adjectives and adverbs, and choose between them depending on what is to be modified; f. use positional, time, and place prepositional phrases; g. use conjunctions; and h. produce, expand, and rearrange complete simple and compound sentences <p>2.W.5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.</p> <p>2.W.5.2 Use</p> <ul style="list-style-type: none"> a. periods, question marks, or exclamation marks at the end of sentences; b. commas in greetings and closings of letters, dates, and to separate items in a series; and c. apostrophes to form contractions and singular possessive nouns. <p>2.W.5.3 Generalize learned spelling patterns and word families.</p> <p>2.W.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant blend patterns, and common irregularly spelled grade-appropriate high-frequency words.</p> <p>2.W.5.5 Consult print and multimedia resources to check and correct spellings.</p>
<p>ELA.1.C.4.1 Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ul style="list-style-type: none"> a. capitalize the names of people and dates (to include months and days of the week); 	<p>1.W.4.1</p> <ul style="list-style-type: none"> a. use common, proper, and possessive nouns; b. use singular and plural nouns with matching verbs in basic sentences; c. use personal, possessive, and indefinite pronouns; d. use verbs to convey a sense of past, present, and future;

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<ul style="list-style-type: none"> b. use exclamation points, question marks, or periods to punctuate; c. use commas to separate single words in a series; d. use a comma after the day and before the year in a date; e. use a colon between the hour and minutes in time; f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions; g. form and use regular and frequently occurring irregular nouns; and h. identify and use correct subject-verb agreement in simple sentences. 	<ul style="list-style-type: none"> e. use adjectives and adverbs; f. use prepositional phrases; g. use conjunctions; and h. produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. <p>1.W.5.1 Capitalize the first word of a sentence, dates, names, and the pronoun I.</p> <p>1.W.5.2 Use</p> <ul style="list-style-type: none"> a. periods, question marks, and exclamation marks at the end of a sentence; and b. use commas in dates, and to separate items in a series. <p>1.W.5.3 Use conventional spelling for words with common spelling patterns.</p> <p>1.W.5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade appropriate high frequency words.</p> <p>1.W.5.5 Consult print and multimedia resources to check and correct spellings</p>
<p>ELA.K.C.4.1 Form and use complete simple sentences. When writing:</p> <ul style="list-style-type: none"> a. capitalize the first word in a sentence and the pronoun I; b. identify and name end punctuation marks (e.g., periods, exclamation points, and question marks); c. identify and use periods to punctuate sentences; d. identify and use common singular and plural nouns; e. identify and use action verbs; and f. identify and use simple and declarative sentences. 	<p>K.W.4.1 With guidance and support:</p> <ul style="list-style-type: none"> a. use nouns; b. form regular plural nouns orally by adding /s/ or /es/; c. understand and use interrogatives; d. use verbs; e. use adjectives; f. use prepositional phrases; g. use conjunctions; and h. produce and expand complete sentences. <p>K.W.5.1 Capitalize the first word in a sentence and the pronoun I.</p> <p>K.W.5.2 Recognize and name end punctuation.</p> <p>K.W.5.3 Write letter(s) for familiar consonant and vowel sounds.</p> <p>K.W.5.4 Spell simple words phonetically.</p>

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	K.W.5.5 Consult print and multimedia resources to check and correct spellings.

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

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ELA.E4.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	E4.W.1.1h/E4.W.2.1g/E4.W.3.1f develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.E3.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	E3.W.1.1h/E3.W.2.1g/E3.W.3.1f develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.E2.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and style appropriate to audience, purpose, and task.	E2.W.1.1f/E2.W.2.1g/E2.W.3.1e develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.E1.C.5.1 Improve writing by planning, editing, considering feedback from adults and peers and revising to improve clarity and cohesiveness.	E1.W.1.1f/E1.W.2.1g/E1.W.3.1e develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.8.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.	8.W.1.1f/8.W.2.1g/8.W.3.1f develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.7.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	7.W.1.1f/7.W.2.1g/7.W.3.1f develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.6.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	6.W.1.1e/6.W.2.1g/6.W.3.1f develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.5.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	5.W.1.1e/5.W.2.1h/5.W.3.1e develop and strengthen writing as needed by planning, revising, editing, rewriting;
ELA.4.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	4.W.1.1e/4.W.2.1f/4.W.3.1e develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

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ELA.3.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	3.W.1.1e/3.W.2.1e/3.W.3.1e develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	2.W.1.1/2.W.2.1/2.W.3.1 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.	1.W.1.1/1.W.2.1/1.W.3.1 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.
ELA.K.C.5.1 With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing.	K.W.1.1/K.W.2.1/K.W.3.1 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

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

2024 ELA.C.6	2015 Alignment
<i>ELA.6-E4.C.6.1 This standard is not directly addressed after fifth grade.</i>	
ELA.5.C.6.1 Demonstrate fluent and legible cursive writing skills.	This is a new indicator in the <i>2024 SC CCR ELA Standards</i> .
ELA.4.C.6.1 Demonstrate fluent and legible cursive writing skills.	4.W.6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques. Write left to right leaving space between words. Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.
ELA.3.C.6.1 Write in cursive all uppercase and lowercase letters.	3.W.6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques. Write left to right leaving space between words. Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.
ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	2.W.6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques; Write left to right leaving space between words. Begin to develop cursive writing.
ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.	1.W.6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques; Write left to right leaving space between words.
ELA.K.C.6.1 Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences.	K.W.6.2 Print upper- and lower-case letters; Recognize that print moves from left to right and that there are spaces between words.

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

2024 ELA.C.7	2015 Alignment
<p>ELA.E4.C.7.1 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of audiences, tasks, and purposes. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); b. convey a perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. create, share, and/or publish multimedia texts through a range of formats for publication. 	<p>E4.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; restate new interpretations.</p> <p>E4.C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. Distinguish between credible and non-credible sources of information. Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</p> <p>E4.C.3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>
<p>ELA.E3.C.7.1 Present information, findings, and supporting evidence effectively with an organization, development, and style appropriate for a variety of tasks, audiences, and purposes. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing); b. convey a perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. create, share, and/or publish multimedia texts through a range of formats for publication. 	<p>E3.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; restate new interpretations.</p> <p>E3.C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. Distinguish between credible and non-credible sources of information. Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</p> <p>E3.C.3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>

2024 ELA.C.7	2015 Alignment
<p>ELA.E2.C.7.1 Present information, findings, and supporting evidence clearly and concisely with a logical organization, coherent focus, and style that are appropriate for a variety of tasks, purposes, and audiences. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation); b. convey a clear perspective with clear reasoning and credible evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest. 	<p>E2.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings</p> <p>E2.C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>E2.C.3.2 Create engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>
<p>ELA.E1.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples for a variety of tasks, purposes, and audiences. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate online platforms to export multimedia texts for publication. 	<p>E1.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.</p> <p>E1.C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. Adapt speech to a variety of contexts and tasks, demonstrating command of standard English when indicated or appropriate.</p> <p>1.C.3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>
<p>ELA.8.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and</p>	<p>8.C.1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p>

2024 ELA.C.7	2015 Alignment
<p>examples for a variety of tasks, purposes, and audiences. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing); b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools. 	<p>8.C.2.1 Gather relevant information from diverse print and multimedia sources to develop ideas, claims, or perspectives emphasizing salient points in a coherent, concise, logical manner with relevant evidence and well-chosen details.</p> <p>8.C.3.2 Utilize multimedia to clarify information and emphasize salient points.</p>
<p>ELA.7.C.7.1 Present claims and findings, emphasizing key ideas in a focused manner with relevant descriptions, facts, details, and examples. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. convey a clear perspective with clear reasoning and valid evidence; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. select and use appropriate digital tools for the task, purpose, and audience. 	<p>7.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.</p> <p>7.C.2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.</p> <p>7.C.3.2 Utilize multimedia to clarify information and strengthen claims or evidence.</p>
<p>ELA.6.C.7.1 Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting:</p>	<p>6.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p> <p>6.C.2.1 Gather information from print and multimedia sources to articulate claims or and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.</p>

2024 ELA.C.7	2015 Alignment
<ul style="list-style-type: none"> a. demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences; b. convey a clear perspective and purpose; c. include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and d. use appropriate digital tools for the task, purpose, and audience. 	<p>6.C.3.2 Utilize multimedia to enrich presentations.</p>
<p>ELA.5.C.7.1 Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using appropriate and relevant facts. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences; b. identify the purpose of the information being presented; and c. use digital tools to produce multimedia texts and/or visual aids with support from peers and adults. 	<p>5.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p> <p>5.C.2.1 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks. use standard English when indicated or appropriate.</p> <p>5.C.3.2 Create presentations that integrate visual displays and other multimedia to enrich presentations.</p>
<p>ELA.4.C.7.1 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"> a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults. 	<p>4.C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>4.C.2.1 Articulate ideas, perspectives, and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion; Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.</p> <p>4.C.3.2 Create presentations using videos, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</p>

2024 ELA.C.7	2015 Alignment
<p>ELA.3.C.7.1 Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting:</p> <ul style="list-style-type: none"> a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults. 	<p>3.C.1.3 Apply techniques of articulation, volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way</p> <p>3.C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.</p> <p>3.C.3.2 Create presentations using video, photos, and other multimedia to support communication and clarify ideas, thoughts, and feelings.</p>
<p>ELA.2.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking:</p> <ul style="list-style-type: none"> a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults. 	<p>2.C.1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p>2.C.2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.</p> <p>2.C.3.2 Create a simple presentation using audio, visual, and/or multimedia to support communication and clarify ideas, thoughts, and feelings.</p>
<p>ELA.1.C.7.1 Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words (e.g., before, after).</p>	<p>1.C.1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space</p> <p>1.C.2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.</p> <p>1.C.2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings</p>
<p>ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).</p>	<p>K.C.2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p> <p>K.C.2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>

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

2024 ELA.C.8	2015 Alignment
<p>ELA.E4.C.8.1 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:</p> <ul style="list-style-type: none"> a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. 	<p>E4.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>E4.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p>E4.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</p> <p>E4.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p>E4.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with facts and details.</p>
<p>ELA.E3.C.8.1 Communicate effectively and appropriately in structured discussions and collaborative activities for a variety of tasks and purposes to express ideas, share knowledge, and generate new understandings:</p> <ul style="list-style-type: none"> a. engage in a range of collaborative conversations while effectively and respectfully responding to others; build upon the ideas of others and respectfully disagree in various settings; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. 	<p>E3.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>E3.C. 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p>E3.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</p> <p>E3.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p>E3.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives with facts and details.</p>
<p>ELA.E2.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:</p>	<p>E2.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.</p>

2024 ELA.C.8	2015 Alignment
<ul style="list-style-type: none"> a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. 	<p>E2.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>E2.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p>E2.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings</p> <p>E2.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p>E2.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>
<p>ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> a. ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence. 	<p>E1.C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings.</p> <p>E1.C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>E1.C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.</p> <p>E1.C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings</p> <p>E1.C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p>E1.C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</p>
<p>ELA.8.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:</p>	<p>8.C.1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.</p>

2024 ELA.C.8	2015 Alignment
<ul style="list-style-type: none"> 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 evidence. 	<p>8.C.1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.</p> <p>8.C.1.3 Apply effective communication techniques based on a variety of contexts and tasks.</p> <p>8.C.1.4 Engage in a range of collaborative discussions about grade-appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>8.C.1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.</p>
<p>ELA.7.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> a. ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue. 	<p>7.C.1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.</p> <p>7.C.1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.</p> <p>7.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.</p> <p>7.C.1.4 Engage in a range of collaborative discussions about grade-appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.</p> <p>7.C.1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.</p>
<p>ELA.6.C.8.1 Engage in structured conversations and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> a. ask questions to build on the ideas of others; and pose and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives. 	<p>6.C.1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.</p> <p>6.C.1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p> <p>6.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p>

2024 ELA.C.8	2015 Alignment
	<p>6.C.1.4 Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, and pose and respond to specific questions to clarify thinking and express new thoughts.</p> <p>6.C.1.5 Review and reflect upon the main ideas expressed to demonstrate an understanding of diverse perspectives.</p>
<p>ELA.5.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> 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. 	<p>5.C.1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.</p> <p>5.C.1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p> <p>5.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p> <p>5.C.1.4 Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</p> <p>5.C.1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.</p>
<p>ELA.4.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> 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. 	<p>4.C.1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas, and considering alternate viewpoints.</p> <p>4.C.1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.</p> <p>4.C.1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>4.C.1.4 Engage in focused conversations about grade-appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</p> <p>4.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>

2024 ELA.C.8	2015 Alignment
<p>ELA.3.C.8.1 Participate in structured conversations and collaborations about grade-appropriate topics and texts:</p> <ol style="list-style-type: none"> enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and consider and reflect upon the ideas expressed during conversations. 	<p>3.C.1.1 Explore and create meaning through conversation and interaction with peers and adults.</p> <p>3.C.1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.</p> <p>3.C.1.3 Apply techniques of articulation, volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.</p> <p>3.C.1.4 Engage in focused conversations about grade-appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.</p> <p>3.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>
<p>ELA.2.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ol style="list-style-type: none"> enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and consider the ideas of others by restating what they say during conversations. 	<p>2.C.1.1 Explore and create meaning through conversation, drama, questioning, and story telling.</p> <p>2.C.1.2 Apply the skills of taking turns, listening to others, and speaking clearly.</p> <p>2.C.1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p>2.C.1.4 Participate in shared conversations with varied partners about focused grade-level topics and texts in small and large groups.</p> <p>2.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.</p>
<p>ELA.1.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ol style="list-style-type: none"> enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and consider the ideas of others by restating what they say during conversations. 	<p>1.C.1.1 Explore and create meaning through conversation, drama, questioning, and story telling.</p> <p>1.C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p>1.C.1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.</p> <p>1.C.1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.</p>

2024 ELA.C.8	2015 Alignment
	1.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
<p>ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others while engaging in conversations. 	<p>K.C.1.1 Explore and create meaning through play, conversation, drama, and storytelling.</p> <p>K.C.1.2 Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p>K.C.1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p>K.C.1.4 Participate in conversations with varied partners about focused grade-level topics and texts in small and large groups.</p> <p>K.C.1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>

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

2024 ELA.C.9	2015 Alignment
<p>ELA.E4.C.9.1 Using multimedia, a live presentation, and/or a printed transcript of a presentation:</p> <ol style="list-style-type: none"> evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and analyze the speaker's information while identifying any logical fallacies and biases that may be present. 	<p>E4.C.4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>E4.C.4.2 Evaluate the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</p> <p>E4.C.4.3 Evaluate the effectiveness of the speaker's message through the use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</p>
<p>ELA.E3.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ol style="list-style-type: none"> evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and evaluate the effectiveness and validity of the information and supporting evidence being presented; and analyze the speaker's information while identifying any logical fallacies and biases that may be present. 	<p>E3.C.4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>E3.C.4.2 Analyze the speaker's delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.</p> <p>E3.C.4.3 Evaluate the effectiveness of the speaker's message through the use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</p>
<p>ELA.E2.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ol style="list-style-type: none"> 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; analyze the effectiveness and validity of the information and supporting evidence being presented; and analyze the speaker's motives while identifying any logical fallacies and biases that may be present. 	<p>E2.C.4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.</p> <p>E2.C.4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.</p> <p>E2.C.4.3 Analyze the speaker's use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</p>
<p>ELA.E1.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p>	<p>E1.C.4.1 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.</p>

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<ul style="list-style-type: none"> a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented, identifying the possible biases of the speaker. 	<p>E1.C.4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.</p> <p>E1.C.4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.</p>
<p>ELA.8.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the speaker’s reasoning and relevance of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented. 	<p>8.C.4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>8.C.4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>8.C.4.3 Evaluate the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.</p>
<p>ELA.7.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:</p> <ul style="list-style-type: none"> a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the relevance of the evidence; and b. analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience. 	<p>7.C.4.1 Determine the effectiveness of a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>7.C.4.2 Analyze the effectiveness of the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p> <p>7.C.4.3 Evaluate the presentation to determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.</p>
<p>ELA.6..9.1 Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation:</p>	<p>6.C.4.1 Determine the effectiveness of a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

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<ul style="list-style-type: none"> a. determine the effectiveness of a speaker’s argument and specific claims, distinguishing relevant and valid claims from irrelevant and invalid claims; and b. determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience. 	6.C.4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages. 6.C.4.3 Determine how the speaker articulates a clear message; monitors audience awareness; addresses possible misconceptions or objections; chooses appropriate media; and uses an appropriate style for the audience.
ELA.5.C.9.1 Determine if a speaker’s argument is effective by identifying claims and explaining how they support the argument.	5.C.4.1 Identify a speaker’s claim and determine the effectiveness of how each point is presented to support the claim. 5.C.4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages. 5.C.4.3 Identify how and why the speaker uses intonation and word stress, includes media, addresses the audience, determines word choice and incorporates figurative language and literary devices.
ELA.4.C.9.1 Identify and explain a speaker’s claim(s) and supporting reasons and evidence.	4.C.4.1 Identify the presentation style a speaker uses to enhance the development of a central idea or theme. 4.C.4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions. 4.C.4.3 Identify how and why the speaker uses intonation and word stress, includes media, addresses the audience, determines word choice, and incorporates figurative language and literary devices.
ELA.3.C.9.1 Identify a speaker’s claim and at least one supporting reason.	3.C.4.1 Identify the style a speaker uses to present content. 3.C.4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions. 3.C.4.3 Identify why the speaker uses intonation and word stress, includes media, addresses the audience, determines word choice, and incorporates figurative language and literary devices.
ELA.2.C.9.1 Identify a speaker’s opinion and at least one supporting reason.	2.C.4.1 Identify speaker’s purpose and details that keep the listener engaged. 2.C.4.2 Determine if the presentation has a logical introduction, body, and conclusion. 2.C.4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice
ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.	1.C.4.1 Identify speaker’s purpose and details that keep the listener engaged.

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	1.C.4.2 Identify the introduction, body, and conclusion of a presentation. 1.C.4.3 Identify when the speaker uses intonation and word stress, and includes media.
ELA.K.C.9.1 Ask and answer questions in conversation on a topic.	K.C.4.1 Identify speaker's purpose. 1.C.4.2 Identify the introduction and conclusion of a presentation. K.C.4.3 Identify when the speaker uses intonation and word stress.