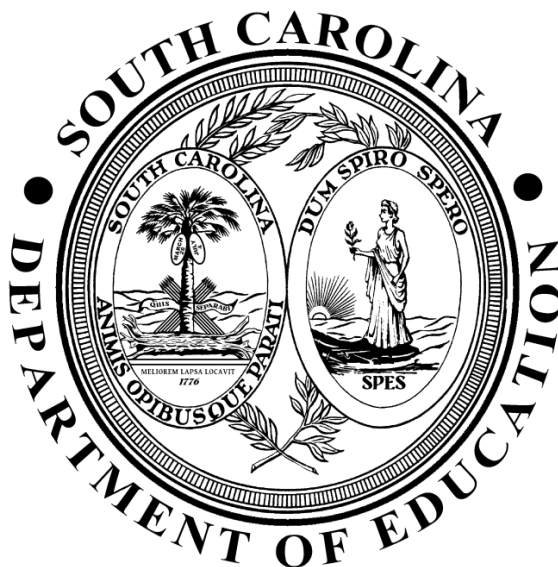


**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

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



**South Carolina College- and Career-Ready  
English Language Arts Standards**

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

Presented to the State Board of Education  
First Read: November 2022  
Final Approval: January 2023

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## **Acknowledgments**

The South Carolina Department of Education would like to express gratitude to all who participated in reviewing and writing the *South Carolina College- and Career-Ready English Language Arts Standards*. For a list of names of writing committee participants, see Appendix C.

### **English Language Arts Standards Review Panel 2020**

The review panel recommended revisions to the *2015 South Carolina College- and Career-Ready English Language Arts Standards*.

### **Standards Writing Committee 2021**

The members of the 2021 writing committee considered recommendations by the review panel and worked to develop the first draft of revised standards.

### **Standards Writing Committee 2022**

The members of the 2022 writing committee considered the review panel and Education Oversight Committee's recommendations as well as the first draft submitted by the 2021 committee and finalized the work.

### **Advisory Team 2022**

The advisory team provided support and recommendations to the 2022 writing committee.

### **Office of Assessment and Standards Leadership Team and Education Associates**

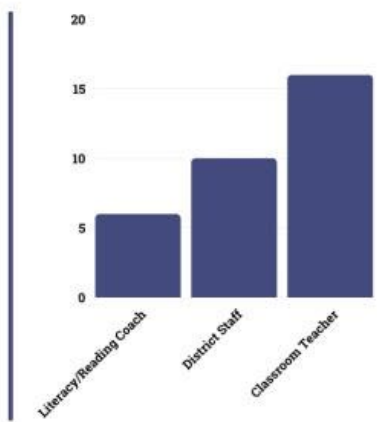
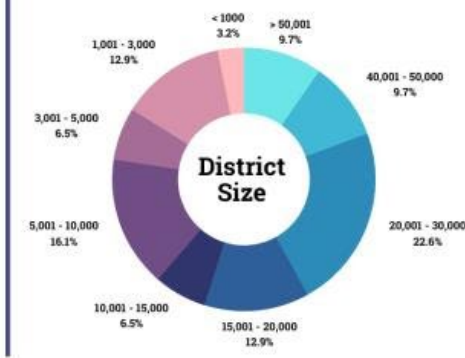
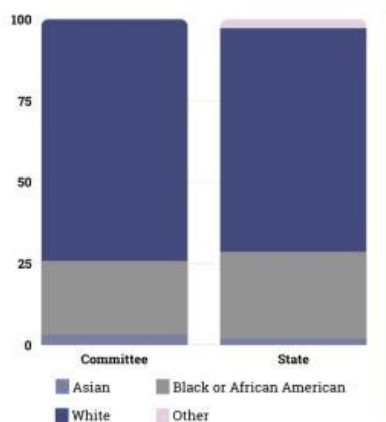
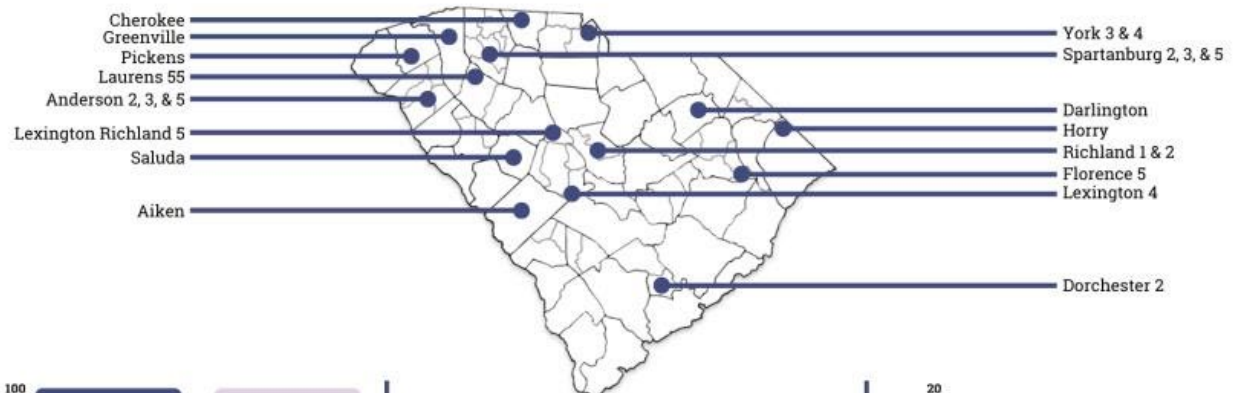
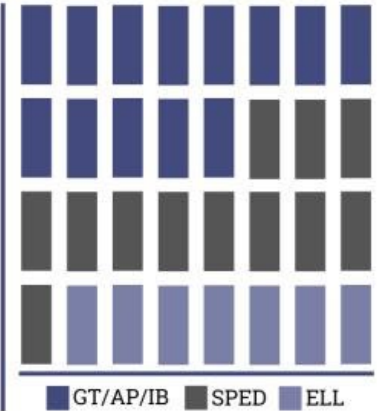
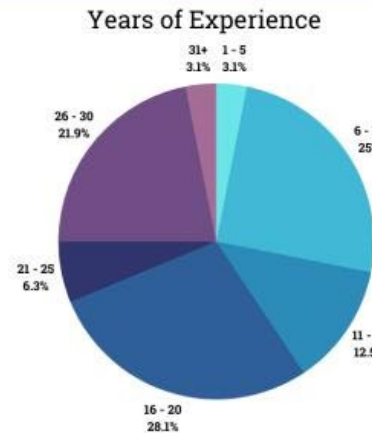
Staff within the Office of Assessment and Standards worked alongside the review panel and writing committees in support of the work.

The infographic below illustrates a visual representation of the 2022 ELA Standards Writing Committee. Data includes demographic information such as race, gender, and location, as well as years of experience and professional expertise.

# 2022 ELA Standards Writing Committee Participants



Selected participants were representative of the demographic characteristics of South Carolina in terms of gender, race and ethnicity, and region (education districts) as well as a range of years of experience and a variety of areas of expertise.



## South Carolina's Standards Revision Process

According to the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18- 110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. The *2024 SC CCR ELA Standards* were written in accordance with the cyclical review process as set by the South Carolina Department of Education and the Education Oversight Committee. The writing team was carefully selected from a pool of interested applicants and includes South Carolina classroom teachers, instructional coaches, district leaders, and educators who specialize in working with multilingual learners, gifted learners, students with Individualized Education Plan (IEP)s, career and technology education, and assessment. The team of writers is representative of our state and every effort was made to ensure districts of varying sizes and regions were represented.

The purpose of the standards revision process was to design college- and career-ready standards that would ensure that students who complete high school in South Carolina are ready for college, career, and community. The *Profile of the South Carolina Graduate*, adopted by The State Board of Education and The Education Oversight Committee, was a touchstone during the revision of the standards. The process was designed to create English Language Arts (ELA) standards that are clear, concise, aligned, and accessible to all students and educators in the state.

South Carolina's Read to Succeed Act (ACT 284), enacted in 2014, stresses the importance of reading at every grade level and ensures that every student can read on grade level and graduate from high school with the reading and writing skills needed to be college and career ready. Among other requirements, this law created a comprehensive, systematic, state-wide approach to reading that will ensure that classroom teachers use evidence-based reading instruction in prekindergarten through grade twelve. Every effort has been made to ensure vertical alignment across grade levels to meet the requirement for a systematic approach to reading instruction and provide as much clarity as possible in the provision of instruction for the essential components of reading based on the most current evidence available.

## How to Read This Document

### Overall Document Organization

The standards document is divided into strands: Foundations of Literacy (F), Applications of Reading (AOR), Research (R), and Written and Oral Communications (C). Overarching Expectations (OE) is a strand of fundamental skills and processes that are expected at all levels of learning. Overarching standards are listed within each strand. Each overarching standard communicates a learning target for the students of South Carolina upon graduation from high school. Standards are vertically and progressively articulated in grade appropriate learning goal statements called indicators. The grade-level indicators convey the end-of-year learning expectations. In most cases, the indicators progress from kindergarten through the completion of English 4. Not all standards progress through all grade levels. The Foundations of Literacy standards progress from kindergarten through second grade. Handwriting, which is found in Written and Oral Communications, progresses from kindergarten through fifth grade.

### Standards Presentation

Within this document, the standards and indicators are presented in two formats. The first format is a grade-level narrative that includes all the standards, indicators, and indicator insights. Each strand of standards is color coded within each grade-level section of the document to correlate with the Standards Map.

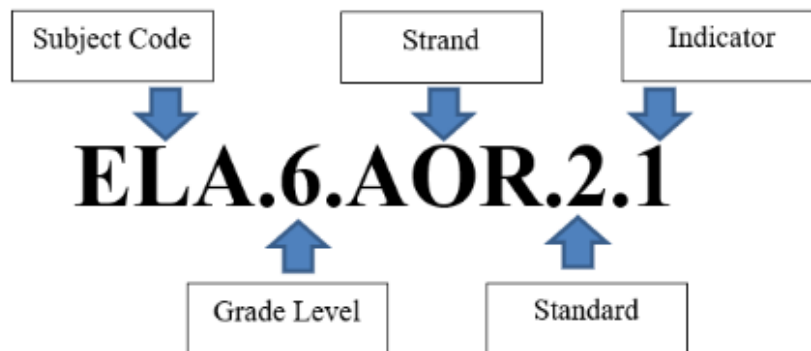
To visualize the progression of each grade-level indicator and pinpoint the introduction of new content, the indicators are also presented in vertically articulated tables (Appendix B). This presentation allows educators to quickly trace the progression of the K-E4 indicators as well as identify areas of remediation for students.

Because the Foundations of Literacy strand only progresses from K-2 in phonemic awareness, print concepts, and phonological awareness, and K-5 only progresses in fluency, the articulation of these indicators is unlike other strands. The Foundations of Literacy standards and indicators are presented in a grade-band layout to highlight students' progression on the reading process continuum in Appendix A. Although not all the Foundations of Literacy indicators are taught in K-5, educators are encouraged to move backward and forward within the indicator levels to best meet the needs of students.

### Coding

The coding of the *2024 SC CCR ELA Standards* is presented in a format showing the content area, grade/course level, strand code, standard number, and indicator number. A visual layout of the coding and a table including the strand codes are presented on the following page.

## Coding



Strand	Code
Foundations of Literacy	F
Applications of Reading	AOR
Research	R
Written and Oral Communications	C
Overarching Expectations	OE

## Key Features

### Grade-Level Entrance Statements

Each grade-level of standards is introduced with an entrance statement that outlines skills and suggests general text types appropriate for students at that grade. Major instructional shifts, such as the introduction of analysis, are also referenced. The lists of suggested text types, both print and multimedia, serve as guidance for curriculum planning.

### Standards and Indicators

According to the *Procedures for Cyclical Review of South Carolina Academic Standards*, “academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the newly revised South Carolina standards statements will be supported by specific instructional objective called indicators” (2016).

Each overarching standard communicates a learning target for the students of South Carolina upon graduation from high school. Standards contain vertically and progressively articulated grade-level indicators. The grade-level indicators convey end-of-year learning expectations.

### Indicator Insights

The purpose of Indicator Insights is to provide deeper understanding of the language of the indicators. The language included in this section builds upon previous Indicator Insights, as applicable. Insights provide educators with clarifying information about the expectations of the

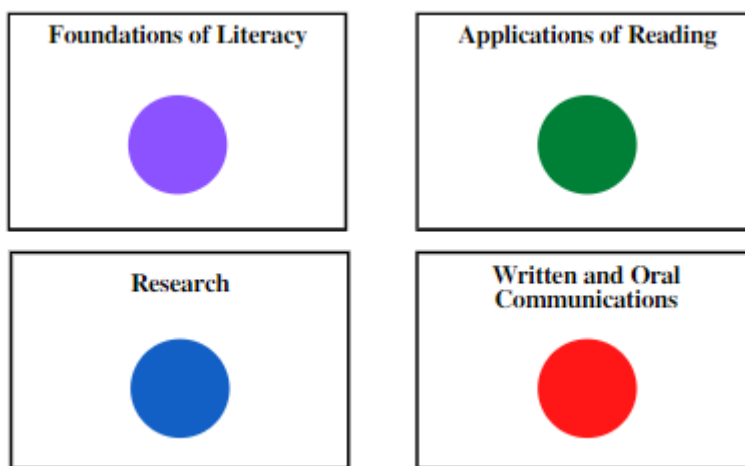
indicator and/or the content of the indicator. Some insights provide connections to indicators in other standards or strands, while other insights guide educators to resources in the appendices.

### Overarching Expectations

The ELA Overarching Expectations (OE) are not a strand of learning statements but an articulation of evolving learning expectations. They are the fundamental skills and processes that are interwoven into the fabric of English language arts at each grade level. The Overarching Expectations capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

### Standards Color Coding

For ease of visibility, each strand is color coded. Use of color coding begins with the “Standards Map” and progresses through the appendices.



### Appendices

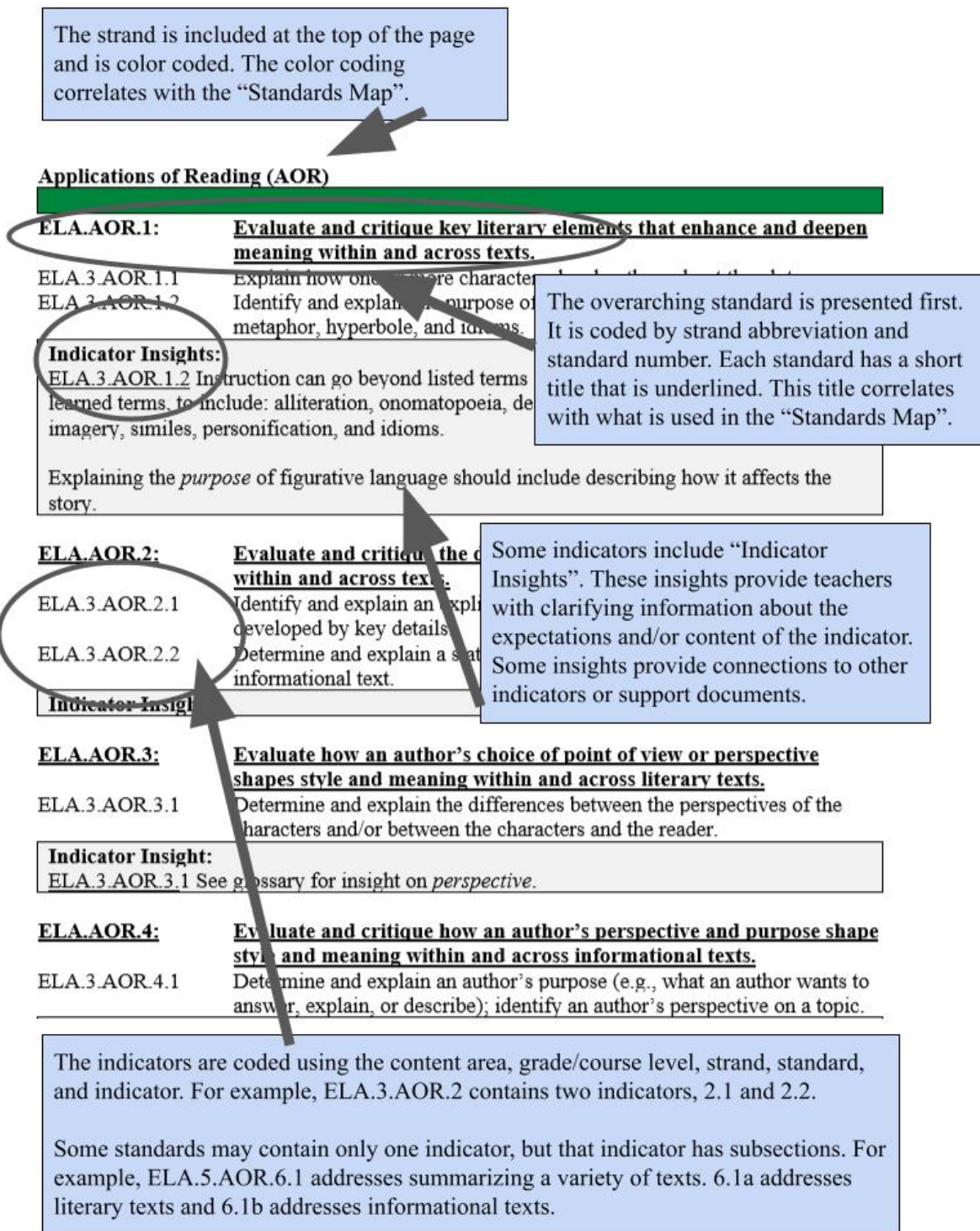
- A: Foundations of Literacy Standards, Grade Band Articulation: This section provides the K-2 or K-5 progression of the Foundations of Literacy standards.
- B: Vertical Progression of Spiraled Standards: This section provides educators with a K-12 view of the Applications of Reading, Research, and Written and Oral Communications standards and indicators and how they progress in cognitive complexity and content from kindergarten through English 4.
- C: Acknowledgments: This section details the members involved in the development of the *2024 SC CCR ELA Standards*.



## Standards Map

	Strand	Standard	Indicator	Grade	Code
Foundations of Literacy (F)	Phonological and Phonemic Awareness		Number of Words	K	F.1.1
			Alliteration	K-1	F.1.2
			Rhyming	K-1	F.1.3
			Count Phonemes	K-1	F.1.4
			Onsets and Rimes	K-1	F.1.5
			Identify Phonemes	K	F.1.6
			Manipulate Phonemes	K-2	F.1.7
			Book Features	K-1	F.2.1
			One-to-One	K	F.2.2
			Follow Print	K	F.2.3
			Sentences	K	F.2.4
			Letters and Words	K	F.2.5
	Print Concepts		Identify Letters	K	F.3.1
			Compare Letters	K	F.3.2
			Consonant Sounds	K	F.3.3
			Vowel Sounds	K-2	F.3.4
			Word Families	K	F.3.5
			Make New Words	K-2	F.3.6
			Syllables	K-2	F.3.7
			Decode and Encode	K-2	F.3.8
	Decoding and Encoding		High-Frequency Words	K-2	F.4.1
			Fluency	K-5	F.4.2
			Reading Strategies	K-3	F.4.3
Applications of Reading (AOR)	Literary Elements and Figurative Language		Literary Elements	K-E4	AOR.1.1
			Figurative Language	K-E4	AOR.1.2
	Theme and Central Idea		Theme	K-E4	AOR.2.1
			Central Idea	K-E4	AOR.2.2
	POV and Perspective in Literary Texts		POV and Perspective	K-E4	AOR.3.1
	Perspective and Purpose in Informational Texts		Perspective and Purpose	K-E4	AOR.4.1
	Text Structure and Features		Literary Text Structure	K-E4	AOR.5.1
			Informational Structures and Features	K-E4	AOR.5.2
			Argument and Rhetoric	K-E4	AOR.5.3
	Summarizing and Paraphrasing		Summarizing and Paraphrasing	K-E4	AOR.6.1
	Vocabulary: Determining Meaning		Determining Meaning	K-E4	AOR.7.1
	Vocabulary: Word Meaning within Text		Word Meaning Within Text	K-E4	AOR.8.1
	Vocabulary: Morphology		Morphology	K-E4	AOR.9.1
	Print and Non-Print Forms		Print and Non-Print Forms	K-E4	AOR.10.1
Research (R)	Research		Investigating and Refining Knowledge	K-E4	R.1.1
			Credibility	2-E4	R.1.2
			Relevance	4-E4	R.1.3
			Synthesis	4-E4	R.1.4
			Citation	4-E4	R.1.5
Written and Oral Communications (C)	Argumentative Writing		Argumentative Writing	K-E4	C.1.1
	Informative/Expository Writing		Informative/Expository	K-E4	C.2.1
	Narrative Writing		Narrative	K-E4	C.3.1
	Grammar and Conventions		Grammar and Conventions	K-E4	C.4.1
	Improving Writing		Improving Writing	K-E4	C.5.1
	Handwriting		Handwriting	K-5	C.6.1
	Communicating Ideas		Communicating Ideas	K-E4	C.7.1
	Collaboration and Perspective		Collaboration and Perspective	K-E4	C.8.1
	Evaluating Ideas		Evaluating Ideas	K-E4	C.9.1

## Diagram of the Grade Level Standards Organization



## **Six Essential Foundations of the 2024 SC CCR ELA Standards**

Informed by current, theoretical research, the standards were developed to articulate the literacy skills students should perform both individually and collaboratively, with authentic texts for real-world purposes. The *2024 SC CCR ELA Standards* are based on six essential foundations:

The *2024 SC CCR ELA Standards* are based on the following essential foundations:

1. Clear, Measurable, and Vertically Articulated Standards;
2. Alignment with Every Student Succeeds Act (ESSA) and the National Reading Panel;
3. Accessible for All Students;
4. Interconnected Literacy Skills;
5. Learning as a Recursive Process; and
6. Alignment to the Profile of the South Carolina Graduate.

### **Clear, Measurable, and Vertically Articulated**

Content standards and grade-level indicators provide a framework for teaching and learning and reflect the knowledge and skills that students are expected to learn. Because the grade-level indicators vertically progress and consistently build on prior knowledge, they become more in-depth over time. Measurability is a key factor of the grade-level indicators because it provides educators with information to determine what students have learned and what students still need to learn. Clear and measurable indicators promote intentional instruction and demonstration of learning. A key factor in the measurability of standards and grade-level indicators is the use of purposeful verbs that communicate the intended expectation for student learning. Measurable learning statements demonstrate a seamless relationship between standards, locally taught curriculum, and the local and state assessments, while “creating a level playing field in which expectations are consistent” (Reeves, 2022). Content standards convey expectations for consistent formative, interim, and summative assessments of student learning. They also provide educators with a shared common understanding of the expected learning outcomes. Vertically articulated, or scaffolded, grade-level indicators guide students through carefully sequenced learning opportunities that develop foundational skills and connect prior skills and knowledge before progressing into more complex skills. Progression of depth and complexity across grade levels allow students to meet the expected level of achievement within the overarching standard at a developmentally appropriate level. For example, identifying, determining, and explaining various types of figurative language should be introduced and developed before moving to analysis and the impact of various types of figurative language on a text.

## Alignment with Every Student Succeeds Act (ESSA) and the National Reading Panel

In 1997, Congress convened the National Reading Panel (NRP), a joint effort between the National Institute of Child Health and Development and the U.S. Department of Education, to conduct research on how children learn to read and determine which methods of teaching reading are most effective based on the research evidence. The panel reviewed thirty-five years of research and included members from different backgrounds, including school administrators, educators, parents, and scientists involved in reading research. Their findings, released in 2000, made it clear that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance vocabulary and comprehension. This became referred to as the “five essential components of reading instruction.” These five essential components were incorporated into the No Child Left Behind Act (2002), its re-authorization with Every Student Succeeds Act (2015), as well as the Individuals with Disabilities Education Act (2004), Read to Succeed (SC ACT 284, 2014), and the Multi-Tiered System of Supports legislation (SC ACT 213, 2018). Since the release of the NRP, the evidence supporting instruction in each of the five areas outlined by the NRP continues to accumulate.

The *2024 SC CCR ELA Standards* reflect the definition of comprehensive literacy instruction by Every Student Succeeds Act (ESSA) signed into law in 2015 as part of our nation’s longstanding commitment to equal opportunity for all students. ESSA replaced No Child Left Behind (NCLB), enacted in 2002, to provide more flexibility at the state level. ESSA continues to maintain the legal definition of reading and the requirements for evidence of effectiveness as outlined by NCLB. The requirements for evidence under the ESSA are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations. As such, the *2024 SC CCR ELA Standards* are aligned with four outcome domains (a group of closely related outcomes that provide information on the same underlying construct) which specify the evidence to support instruction. These four domains are the same as those utilized by What Works Clearinghouse (WWC), the website for the Institute of Education Sciences (IES) that is the statistics, research, and evaluation arm of the U.S. Department of Education whose mission is to provide evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public. The four outcome domains include:

- alphabetics (made up of phonemic awareness, phonological awareness, letter identification, print awareness/concepts of print, and phonics);
- reading fluency (defined as “the ability to read text accurately, automatically, and with expression including appropriate pausing, response to punctuation, etc. while extracting meaning from it”);
- general reading achievement (a combination of two or more of the domains), and
- comprehension.

Comprehension, however, is not a single entity, but the orchestrated product of a set of linguistic and cognitive processes operating on text and interacting with background knowledge, features of the text, and the purpose and goals of the reading situation (Castles, Rastle, & Nation, 2018). Therefore, to further expand and explain reading comprehension within the *2024 SC CCR ELA*

*Standards*, it is helpful to acknowledge the interconnectedness and recursive nature of literacy instruction and to consider that reading comprehension refers to both process and product. The products of comprehension are indicators of what the reader knows and understands after reading is completed, whereas the processes of comprehension are those cognitive activities by which the reader arrives at those products (Rapp et al., 2007). Products of comprehension are the result of comprehension processes that can be “seen” via academic activities such as completing a unit test, answering multiple choice questions, making an outline, and providing answers to questions which are evident throughout the standards due to clear measurability within the language of the standards.

Comprehension processes are the processes or “hidden mental activities” (Anderson & Pearson, 1984; Kintsch & van Dijk, 1978) that cannot be seen and examples include monitoring one’s own comprehension, reacting if the text did not make sense, directing the pace and purpose of one’s reading, making inferences within and between sentences, constructing an organized mental structure of information, and integrating ideas in the text with each other and with one’s own views and background knowledge (Moats & Tolman, 2019). Comprehension processes rely on underlying linguistic skills of:

- background knowledge (facts, concepts, prior knowledge);
- language structures (morphology and syntax);
- vocabulary (knowledge about the meanings, uses, and pronunciation of words understood and used);
- verbal reasoning (inference, prediction, problem solving, compare/contrast, critical thinking, metalinguistics); and
- knowledge of print (knowledge of what to do with a book, genre specific knowledge, writing left to write, putting spaces between words, concepts of print, text structure, etc.).

In addition, for reading comprehension to occur, proficiency with both word recognition and language comprehension must be present (Gough & Tunmer, 1986; Hoover & Gough, 1990). Word recognition includes:

- phonemic and phonological awareness (phonemes, syllables, etc.);
- phonics (alphabetic principle and letter to sound connections); and
- sight recognition of familiar words (not the same thing as sight words which are memorized, but instant and automatic recognition).

The two separate processes of word recognition and language comprehension are equally important and account for nearly all differences in reading comprehension performance (Gough & Tunmer, 1986; Hoover & Gough, 1990; Lervåg et al., 2018). Students need word recognition and language comprehension taught systematically and explicitly in every grade; however, the instructional emphasis on each component changes as students become proficient readers. The underlying skills for both word recognition and language comprehension can be found across all strands and the Overarching Expectations as illustrated in the table below.

Overarching Expectations	Overarching Expectations consists of cognitive processes such as inferring and predicting as well as critical thinking skills such as questioning, comparing claims, assessing credibility, and reflecting on one's process of reasoning.
Foundations of Literacy	The Foundations of Literacy strand systematically and explicitly outlines the expectations for student mastery for the domains of alphabetics and fluency with standards specific to phonological and phonemic awareness, concepts of print, decoding and encoding phonics skills (including letter identification), and fluency.
Applications of Reading	The Applications of Reading strand includes standards related to summarizing and paraphrasing text to support understanding, vocabulary, morphology, literary elements, text structure, perspective, context, and connotation.
Research	The Research Strand include the use of critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge as well as asking and answering questions related to prediction, justification, practical solutions, explaining means to a goal, observation, and construction.
Written and Oral Communications	The Written and Oral Communications strand includes three modes. The first is related to writing arguments which requires students to investigate a topic, collect and evaluate evidence, establish, and sometimes defend, a position as well as examine sources of information for credibility, validity, and bias. The second is informative and expository writing that allows students to develop critical thinking skills by necessitating investigation of an idea, evaluation of evidence, and connection of information to form new ideas and concepts. The final mode is narrative writing which includes story structure, cohesion, and point of view. The Written and Oral Communications strand also includes standards related to grammar and conventions via a matrix formatted to outline the systematic progression of skills.

In summary, the interconnectedness of literacy skills can likely be best encapsulated by the following: good spelling and phonological skills interact to promote word learning (Ehri, 2005); good vocabulary knowledge promotes text comprehension and good text comprehension promotes vocabulary expansion (Perfetti & Stafura, 2014); prior knowledge enables good text comprehension and good text comprehension promotes learning from text (Cain & Parilla, 2014).

## **Accessible for All Students**

The Universal Design Principle (UDL) describes a framework for curriculum design, instructional processes, and assessments that provides all students with equal opportunities to learn and demonstrate what they have learned (CAST, 2013; PARCC, 2017; Ray, Aguinaga, & Bigler, 2010). Because academic standards impact all students in South Carolina, careful attention was placed on UDL during the revision of the SC CCR ELA standards.

UDL benefits all learners, as it incorporates the flexibility to meet the diverse needs of a wide range of students to ensure equity and access. While there are some situational barriers that UDL cannot address, most academic barriers, like poor writing skills, a narrow vocabulary base, or difficulty with number fluency, can be mediated by providing multiple means of engagement, representation, action, and expression.

As a layer of additional support, insights have been included to enhance interpretation of the indicators. These insights were created by committee members who specialize in instructional support.

## **Interconnected and Recursive Literacy Skills**

Students benefit from opportunities to engage in robust literacy experiences. The *2024 SC CCR ELA Standards* deliver learning targets that develop active listeners, critical readers, and informed communicators. Research confirms that “a child’s future success depends on their acquisition of literacy skills. Children must learn to read and write to achieve an education and perform jobs and life functions that require accessing and communicating information” (Miller, 2014; Harvey & Ward, 2017). The Reading Comprehension Blueprint explains, “Young children need writing to help them learn about reading, they need reading to help them learn about writing, and they need oral language to help them learn about both” (Hennessy, 2021, p. 11).

The *2024 SC CCR ELA Standards* are designed to work together across the strands of Overarching Expectations, Applications of Reading, Research, and Written and Oral Communications. The grade-level indicators are designed to support one another so that while students may learn about a literary device in one grade level, they are expected to incorporate that device into their writing at the next grade level. Additionally, as students are honing argumentative writing skills, they are also analyzing speeches and speakers’ presentations.

Foundationally, the interconnectedness of reading, writing, listening, and speaking is “efficient and effective for literacy and language growth engagement and enjoyment” (Routman, 2018). Kelly Gallagher (2020) states, “Reading makes us better writers. Conversely, let us not forget that the opposite is also true; writing makes us better readers. The act of writing deepens our comprehension.” Educators should approach the standards understanding that reading and communicating through written and oral expression are not subjects to be taught in isolation, but alongside each other. Reading instruction supports the development and refinement of writing skills, and writing instruction supports the development and refinement of reading skills (Gallagher, 2015).

The *2024 SC CCR ELA Standards* reveal how literacy skills are recursive within and across grade levels and courses. Recursive means recurring or repeated; therefore, critical reading and

written and oral expression are cyclical and recur throughout the instructional year. John Hattie recognizes “the significance of multiple exposures,” and acknowledges “the critical importance of techniques such as rehearsal and review” stating, “Rehearsal means going over the material until you can remember it [while] review involves going over things you have learned previously” (Killian, 2021). Hattie also stresses the benefit of giving students time to practice doing the things they have learned to do (Killian, 2021). In a recursive model, students are given multiple opportunities to explore and perform learning expectations. For example, perspective and argument are addressed in reading, writing, and oral communication standards across multiple grade levels. “Practice makes permanent,” and recursiveness promotes multiple opportunities for learning experiences delivered at different times and in different ways.

Additionally, some skills, such as acquiring and implementing vocabulary, are often repeated with the expectation that progression is in conjunction with increasingly complex texts. Educators understand that students excel when they are given multiple opportunities to master the grade level indicators at an appropriate level and with exposure to various levels of complex text. The recursive process allows for deeper learning in more cognitively complex ways with more complex texts.

As was stated previously, progression of depth and complexity across grade levels allow students to meet expected levels of achievement within the overarching standards at developmentally appropriate levels. The indicators are recursive, yet they vertically progress in depth and complexity with intentionality. Moreover, the Indicator Insights serve as another layer of instructional support as they further explain and clarify progression, recursiveness, and meaning. For example, insight for indicator ELA.1.AOR.1.2 states, “Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms” and “Explaining the *purpose* of figurative language should include describing how it affects the story.” These insights speak to progression, recursiveness, and meaning regarding figurative language.

### **Alignment to *The Profile of the South Carolina Graduate***

South Carolina students achieve readiness for college, career, and lifelong learning through the integration of various higher-order thinking and literacy skills. Those skills will be supported by standards, curriculum, instruction, local and state assessments, and by employing inquiry-based learning with texts of varying complexity, encouraging student choice, to inspire creativity, innovation, and problem-solving ability. Knowledge and skills such as these are representative of the expectations of the *2024 SC CCR ELA Standards*.



# PROFILE OF THE South Carolina Graduate

## WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



## WORLD-CLASS SKILLS

Creativity and innovation  
Critical thinking and problem solving  
Collaboration and teamwork  
Communication, information, media and technology  
Knowing how to learn

## LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.



South Carolina Department of Education Website

## Explanations of Strands

### Foundations of Literacy

The Foundations of Literacy (F) strand is organized into four standards and twenty indicators. The four standards are phonological and phonemic awareness, concepts of print, decoding and encoding phonics skills, and fluency. These standards comprise the four components of foundational literacy.

The development of foundational standards and indicators was informed by an extensive review of research that supports the impact of foundational literacy skills on students' educational success. Adams (1990) and Stanovitch (1986) affirm the impact of foundational literacy skills by explaining that a student's level of phonemic awareness is considered the most effective predictor of success in learning to read. According to the What Works Clearinghouse Guide, *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd*, for students to develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills (Foorman, et al., 2016). This strand outlines the foundational reading skills, while the Overarching Expectations and Applications of Reading outline reading comprehension skills.

Extensive research supports that phonemic awareness can be developed through instruction and that doing so accelerates children's subsequent reading and writing achievement significantly (Ball & Blachman, 1991; Blachman, Ball, Black, & Tangel, 1994; Bradley & Bryant, 1983; Byrne & Fielding-Barnsley, 1991, 1993, 1995; Castle, Riach, & Nicholson, 1994; Cunningham, 1990; Lundberg et al., 1988; Wallach & Wallach, 1979; Williams, 1980).

The Foundations of Literacy skills articulate a continuum of learning (see Appendix A). If students are not prepared to master grade-level indicators, educators should refer to previous grade-level skills for guidance and instructional support. Additionally, they should consider Universal Screener results to inform remediation. So much new content is introduced in these standards that there is not bolding of new content like what is seen in Appendix B (Vertical Progression of Spiraled Standards). The Foundations of Literacy serve as building blocks building foundational knowledge that is required for reading skills and comprehension progression.

Foorman and Torgesen state that the “components of effective reading instruction are the same whether the focus is prevention or intervention: phonemic awareness and phonemic decoding skills, fluency in word recognition and text processing, construction of meaning, vocabulary, spelling, as well as writing and that findings from evidence-based research show dramatic reductions in the incidence of reading failure when explicit instruction in these components is provided by the classroom teacher” (2001, p. 203).

## Applications of Reading

The Applications of Reading (AOR) strand is organized into ten standards and indicates the required reading skills and concepts that all students must acquire to become competent readers who think critically through a variety of text types. The AOR grade-level indicators articulate expectations for application at each stage of students' literacy development and provide opportunities for students to develop skills by practicing within various text genres, structures, and complexity levels. The AOR standards encompass literacy concepts such as literary elements, figurative language, theme, central idea, point of view, perspective, purpose, text structures and features, and rhetoric.

Vocabulary standards and indicators are also included within the AOR standards, as vocabulary development is a crucial component of literacy development, language acquisition, and comprehension. Students should demonstrate an understanding of academic vocabulary through practical application. Rather than assessing students' ability to memorize, recall, or reproduce academic vocabulary, it is more important that they demonstrate understanding through application, analysis, evaluation, and creation when appropriate. At all levels, students should have ample opportunity to write to remember, particularly during the introduction of academic vocabulary. For additional support, each grade level of indicators includes insights for supplemental clarification.

## Research

The Research standard and indicators support educators in creating a classroom environment that cultivates the process of research. Students individually and collaboratively interact with content to become curious, self-regulated, and reflective learners. "Today's complex world requires that our next generation of leaders be able to raise questions" (Beers & Probst, 2017, p. 21). To experience the process of research in its entirety, students must go beyond simply extracting information and should engage with, reflect upon, and make connections to a topic or text. In other words, students should move beyond answering predetermined questions and should be expected to begin generating and answering questions that foster interpretation of a topic or text.

Students can communicate findings through multiple modes of expression, such as speeches, videos, and web pages. The research process does not necessarily require culmination in the form of a written project created over an extended period. Research is a recursive and continual process that can evolve over the course of the educational experience; therefore, educators should continually reference learning from previous grades and expectations in subsequent grades.

Citing sources is an Overarching Expectation (OE) at all grade levels. Developmental and instructional appropriateness should be considered at each level. See the Overarching Expectations Progressions for additional information.

## Written and Oral Communications

The Written and Oral Communications (C) strand is organized into nine standards and articulates the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting. Expressing ideas is a recursive and interconnected process that develops behaviorally and academically over time; therefore, the Communications standards and indicators are organized together. Varied modes of communication are utilized for various audiences and purposes, including to inform, entertain, and persuade.

The writing standards address three main modes of writing: Argumentative, Informative/Expository, and Narrative. Each mode has its own unique set of structures, processes, and techniques. Writing arguments requires students to investigate a topic, collect and evaluate evidence, and establish, and sometimes defend, a position. It also requires students to examine sources of information for credibility, validity, and bias. Argumentative writing can be presented in various forms, such as speeches, presentations, paragraphs, letters, etc., exceeding the boundaries of a written essay.

Informative and expository writing requires students to provide information on a topic. It allows students to develop critical thinking skills by necessitating investigation of an idea, evaluation of evidence, and connection of information to form new ideas and concepts. Informative and expository writing answers "how" and "why" questions about a topic. Informative and expository writing can be presented in many forms, including how-to documents, research papers, annotated bibliographies, brochures, essays, multimedia formats of documentaries, infographics, etc. Students transition from a combination of informative and explanatory pieces in kindergarten through second grade to informative pieces in third grade and beyond.

Narrative writing allows students to tell a story or stories. It enables students to express their creativity and experiment with words and structure. Narrative writing can be fictional, semi-autobiographical, or historical and can be presented in prose or verse. To be successful writers of narratives, students must learn to introduce and develop characters, sequence a plot, use sensory details and figurative language, and various other literary and stylistic devices.

Improving writing includes understanding the processes of revision and editing. Revision refers to the process of reviewing the content of writing as it relates to a task, purpose, and audience. As Kelly Gallagher states in *Write Like This*, "When held side by side, the second draft must be better than the first. This does not mean that the commas need to be put in the correct place, which will occur later in the editing stage. This means that the substance of the paper-- the writing itself-- must first get better" (2011, p. 204). Editing refers to the process of reviewing writing for conventions or commonly accepted rules of written English (e.g., spelling, usage, punctuation, capitalization, sentence formation, and grammar). John Warner explains editing in his book *The Writer's Practice* as "...the shaping of the writing after the ideas are essentially in place. The bulk of the thinking is over; now it's a matter of making specific language choices to highlight those ideas" (2019, p. 28). Both revision and editing are integral to the writing process.

Grammar is the combination of syntax and morphology. The *2024 SC CCR ELA Standards* offer a conventions matrix to help educators understand the progression of skills which is formatted for ease of use during instruction planning.

Handwriting is also included in the written communication standards. The Back to Basics in Education Act of 2014, S.C. Code Ann. § 59-29-15, requires each school district to provide instruction in cursive writing to ensure that students can create readable documents through legible cursive handwriting by the end of fifth grade. A standard to support and meet that law is included in this document.

Students should emulate or mirror literary and stylistic elements from mentor texts. Using mentor texts allows students to engage in thinking about the writing process through examples they can mirror, connect with, learn from, and emulate. Using mentor texts as an instructional practice invites students to recognize intentionality of choices made by authors, and to notice, compare, apply, and transfer techniques into their writing.

Along with communicating ideas and understanding through writing, students should experience opportunities to express thoughts through oral communication. The Oral Communication standards outline the unique skills students develop through effective speaking and listening with various and diverse audiences. Students must have numerous opportunities at each grade level to participate in collaborative discussions where they can practice listening and speaking skills and interact with others who may offer differing opinions and perspectives. This experience not only entails the skills of evaluating information but also organizing and communicating ideas to address a variety of audiences who may have differing views.

Although the *2024 SC CCR ELA Standards* are presented in four strands, the standards and grade-level indicators are not intended to be taught in isolation. Rather, they are designed to be grouped in clusters, as determined by the educator, so students can read, write, and communicate while thinking critically and engaging with other students in an academic setting.

## Text Complexity Process

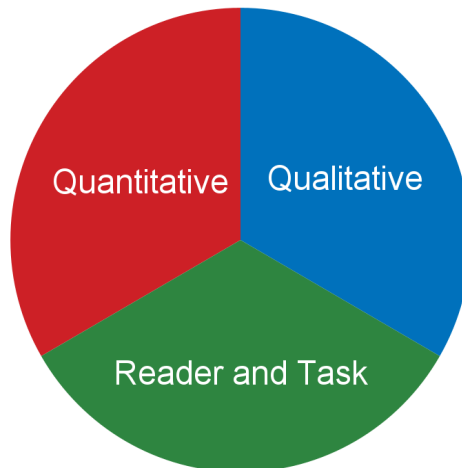
### What is text?

**Definition:** Texts can include, but are not limited to, materials such as books, magazines, newspapers, movies, paintings, television shows, songs, political cartoons, online materials, advertisements, maps, digital media, infographics, podcasts, charts, graphs, diagrams, notes, captions, lab reports, scenarios, and works of art.

Babin et al. (2018) define text as “...anything that conveys a set of meanings to the person who examines it”.

**Purpose:** The *2024 SC CCR ELA Standards* prepare students for experiences with diverse texts in a variety of formats; accordingly, students should engage with a diversified selection of quality texts.

### Text Complexity:



Text complexity is defined as the level of difficulty in reading and understanding a text. There are three components of text complexity: qualitative, quantitative, and reader and task. Each of these components is **equally important and valued**. Singularly, however, they reveal a partial and potentially misleading impression of a text. The complexity in one dimension may be higher or lower than the other, but all three must be considered to determine the overall complexity.

When planning instruction for English language arts, it is vital to select texts that provide students with opportunities to meet grade-level standards. The importance of progressing the complexity of texts and the need for educators to better understand what makes the texts challenging arose from research that showed nearly half of the students graduating high school need remediation to cope with post-secondary reading. Research also revealed that the most apparent differentiator in reading between students who are and are not college-ready is the ability to comprehend complex texts (ACT, 2006).

The **quantitative** measures are divided by grade band and address the measurable data of a text, such as sentence length, word length, and word frequency. While all text readability measures use a different formula to determine a level, we feature Flesch-Kincaid and Lexile, as they are commonly used in South Carolina, according to standards writing committee members.

#### **Quantitative Dimension of Text Complexity (Student Achievement Partners, 2022)**

Grade Band	<u>Flesch-Kincaid</u>	<u>The Lexile Framework and by Grade Level and Analyzer</u>
K-1	-1.3-2.18	BR-430
2-3	1.98-5.34	420-820
4-5	4.51-7.73	740-1010
6-8	6.51-10.34	925-1185
9-10	8.32-12.12	1050-1335
11+	10.34-14.2	1185-1385

The **qualitative** measure considers the extent to which text features related to content and meaning are used. These may include multiple meanings, figurative language, text organization, author's purpose, and vocabulary. This measure analyzes critical features of the text that computers cannot analyze, like meaning/purpose, themes and knowledge demands, language features, text structures, and the use of graphics. Judgments about these factors add additional information to the process of determining text complexity that Quantitative Measures cannot assess. Qualitatively high text complexity texts are those that are multi-layered with a rigorous depth and more complex knowledge.

The **reader and task** measure considers individual students as readers and the appropriateness of the activity with the text. Students' background knowledge must be considered when determining text complexity. Texts may appear to be quantitatively and qualitatively appropriate for a student; however, it is important to consider the developmental level of the reader and the theme of a text when determining the appropriateness of complexity. Factors relating to reader and task for consideration are complexity of content, cognitive capacity, reading skill, motivation and engagement, prior knowledge, task, and assessment. The rubric offers criteria to weigh when evaluating the appropriateness of text.



## The Text Complexity Rubric

To help make decisions about the instructional use of texts, consider the following rubric regarding the three dimensions of text complexity.

1. **Quantitative:** Check the level of the text and cross-reference it with the grade level equivalency.

Low Complexity	Mid Complexity	High Complexity
Text is at the lower end or below the <b>grade level</b> quantitative reading measure.	Text is in the midrange of the <b>grade level</b> quantitative reading measure.	Text is at the high end or above the <b>grade level</b> quantitative reading measure.

2. **Qualitative**

Low Complexity	Mid Complexity	High Complexity
Meaning: Literal and explicitly stated meaning in text  Structure: Text organization is clear, graphics are simple, but pictures support understanding  Language: Language of the text is literal, uses commonly used words  Theme and Knowledge Demands: Author's purpose and/or point of view is obvious and clear	Meaning: Explicit and implicit meaning in text  Structure: Text organization is clear, but may contain isolated incidences of shifts in time/place, focus, or pacing, graphics enhance the understanding of the text  Language: Figurative language is used to enhance what is literally stated, uses some domain specific or academic vocabulary  Theme and Knowledge Demands: Author's purpose and/or point of view is readily inferred from reading	Meaning: Multiple levels of meaning in text, often with intentional ambiguity  Structure: Text organization is initially ambiguous but supports reader growth, graphics are essential to understanding text  Language: Figurative language is used, with multiple interpretations possible, consistently uses domain specific or academic vocabulary  Theme and Knowledge Demands: Author's purpose and/or point of view is obscure and open to interpretation



### 3. Reader and Task

Low Complexity	Mid Complexity	High Complexity
<p><b>Reader</b></p> <ul style="list-style-type: none"> <li>· Student has background knowledge of topic, but it may not be needed to understand the text</li> <li>· Theme and ideas are within student's developmental level</li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>· Comprehension is simple</li> <li>· Task exhibits low cognitive complexity level with one step (i.e., How does the character feel? What is the main idea of paragraph 2?)</li> <li>· Low cognitive demand required to comprehend the text</li> </ul>	<p><b>Reader</b></p> <ul style="list-style-type: none"> <li>· Student may or may not have background knowledge of topic, but having it enhances the reader's understanding</li> <li>· Themes and ideas are within student's developmental level, although some subjects may be sensitive</li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>· Comprehension is dependent on use of some comprehension strategies</li> <li>· Task is of midlevel cognitive complexity and might involve multiple steps (i.e., How does the character change from the beginning to the end of the passage?)</li> <li>· Some cognitive demand required to fully comprehend the passage</li> </ul>	<p><b>Reader</b></p> <ul style="list-style-type: none"> <li>· Some students may lack background knowledge of topic, but background knowledge is essential to understanding</li> <li>· Themes and ideas are complex for student's developmental level and understanding</li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>· Comprehension is dependent on student stamina, comprehension strategies, and inferential thinking</li> <li>· Task is of a high level of cognitive complexity, involving multiple cognitive steps (i.e., Write an explanation of how the plot impacts character development and use text evidence)</li> <li>· High cognitive demand is required to fully comprehend the passage.</li> </ul>

See *Text Complexity Support Document* for more text complexity resources.

## English Language Arts Overarching Expectations

The ELA Overarching Expectations (OE) are the fundamental skills and processes interwoven into the fabric of English language arts instruction across all grade levels. They are perpetual practices and cannot be separated from conventional classroom instruction; therefore, Overarching Expectations should not be viewed as specific standards or indicators. Instead, they should be recognized as the expectation of what students do as readers, writers, thinkers, and communicators at every level of English language arts instruction.

Code	Overarching Expectations
<b>ELA.OE.1</b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b>ELA.OE.2</b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b>ELA.OE.3</b>	Make inferences to support comprehension.
<b>ELA.OE.4</b>	Collaborate with others and use active listening skills.
<b>ELA.OE.5</b>	Cite evidence to explain and justify reasoning.
<b>ELA.OE.6</b>	Create quality work by adhering to an accepted format.

## Overarching Expectations Progressions

This section provides insight into the progression of the Overarching Expectations. The progression column is intended to assist educators with additional insight as they make decisions about developmental appropriateness, student needs, and instructional expectations.

ELA Expectation	Progression
<p><b>ELA.OE.1</b> Read and write for a variety of purposes, including academic and personal, for extended periods.</p>	<p>Students at each grade level should read and write independently for a variety of purposes and for extended periods of time. When reading, students should have opportunities to select appropriate texts for specific purposes. When writing, students should have opportunities to vary modes of expression to suit both audience and task.</p> <p>See the <i>Text Complexity Support Document</i> for insight into text complexity.</p>
<p><b>ELA.OE.2</b> Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.</p>	<p>Twenty-first century students at each grade level should be presented with opportunities to engage with and produce multimedia texts to develop critical thinking skills through evaluating, drawing conclusions, and communicating new knowledge.</p> <p><b>Grades K-2:</b> With guidance and support, ask and answer questions about modes of text outside of print-based text. This can include, but is not limited to, illustrations, photographs, videos, songs, and digital apps.</p> <p><b>Grades 3-5:</b> Ask and answer questions about modes of text such as pictures, posters, and basic infographics. Locate and use print and digital resources with guidance and support. Create simple presentations using multimedia tools to support communication. Compare and contrast how ideas and topics are depicted in a variety of media and formats. Analyze the characteristics of a variety of multimedia texts. Create multimedia content that effectively communicates an idea using appropriate technology and media.</p> <p><b>Grade 6-English 4:</b> Compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts. Analyze the impact of the selected media and formats on meaning. Evaluate multimedia texts. Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</p>

ELA Expectation	Progression
<p><b>ELA.OE.3</b> Make inferences to support comprehension.</p>	<p>Making inferences requires students to form an evidence-based opinion and reach a fact-based conclusion.</p> <p><b>Grades K-2:</b> In kindergarten and first grade, with guidance and support, students should begin asking and answering who, what, when, where, why, and how questions about developmentally appropriate complex text. Making predictions before and during reading are also initial steps towards inference. In second grade, students should continue asking and answering questions using explicit details from the text and begin using multiple inferences to draw conclusions.</p> <p><b>Grades 3-5:</b> In third grade, students should begin using implicit details from text and making predictions before and during reading. With instructional support, students in third grade should be able to use implicit information from the text to make basic inferences. In grades three through five, students should refer to explicit and implicit information or details within a text to make and support inferences.</p> <p><b>Grades 6-English 4:</b> With developmentally appropriate complex text, students in grades six through English 4 should refer to specific, sufficient, and relevant textual evidence to support inferences and conclusions.</p>
<p><b>ELA.OE.4</b> Collaborate with others and use active listening skills.</p>	<p>Active listening requires constant practice across all grade levels.</p> <p><b>Grades K-2:</b> Students should practice taking turns when speaking, responding, and actively listening when others are speaking around texts and topics.</p> <p><b>Grades 3-5:</b> Students should begin having collaborative conversations about their thinking around texts and topics.</p> <p><b>Grade 6-English 4:</b> Students should continue engaging in collaborative conversations that develop into academic conversations over time. Academic conversations include listening to the thoughts and ideas of others, building on the ideas of others, explaining, and justifying thinking about a topic, supporting claims and counterclaims, and refining thinking about a topic.</p>

ELA Expectation	Progression
<p><b>ELA.OE.5</b> Cite evidence to explain and justify reasoning.</p>	<p>Citing evidence is an important part of developing critical thinking skills because it requires students to explain how they know something and how they arrived at an answer.</p> <p><b>Grades K-2:</b> With guidance and support, instruction at the kindergarten level should encourage students to include textual evidence in their oral communication that is relevant to the task, topic, and/or idea. Evidence can include, but is not limited to, simple details from a text. At this level, students are not expected to cite or name the text or source. In first grade, students are still learning how to cite relevant textual evidence in their oral communication while beginning to include textual evidence in their writing. In second grade, students should begin including the name of the text when citing evidence in their written and oral communication.</p> <p><b>Grades 3-5:</b> In third grade, students should begin including the name of the author(s) and text when citing evidence. At this grade level, students should also begin using a combination of direct quotes and indirect quotes when citing evidence. In fourth and fifth grades, students should continue developing and/or refining previous skills and begin incorporating paraphrasing. Writing and speaking instruction should begin incorporating a form of citation as determined by the teacher.</p> <p><b>Grades 6-8:</b> At the middle level, students should continue progressive development of previous skills and begin writing formatted citations. At this level, students should also begin integrating textual evidence with student thinking and speaking. The academic style guide used for these citations should be determined by the teacher.</p> <p><b>English 1-4:</b> At the high school level, students should continue progressive development of previous skills and be introduced to and practice using multiple academic style guides, e.g., MLA and APA.</p>
<p><b>ELA.OE.6</b> Create quality work by adhering to an accepted format.</p>	<p>By providing students with expectations for success, including exemplars, anchor charts, rubrics, mentor texts, teacher modeling, and academic style guides, students can produce quality work that meets expectations.</p>

## Kindergarten ELA Standards

*“Once you learn to read, you will be forever free.”*

Frederick Douglass

Students entering kindergarten should receive instruction characterized by a focus on explicit and systemic approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and comprehension. Educators are expected to offer appropriate guidance and support to students at this grade level; however, by the end of the school year, students are expected to demonstrate proficiency of the grade-level indicators and work independently. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction. As students work toward the proficiency of the kindergarten indicators, some students may need additional guidance and support.

While reading in kindergarten may not yet involve students independently saying words that match what is on the page, educators should consider developmental progression as students are still learning to read. Students are asked to decode, translate a word from print to speech and encode, translate a word from speech to print.

In kindergarten, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also read a variety of informational texts in print and multimedia formats, as well as notice text features embedded within informational texts.

As kindergarten students begin developing print writing skills, they also begin to explore opinion, informative, and narrative modes of writing at developmentally appropriate levels. Kindergarten students experience early oral communication skills by learning to listen to others and by taking turns in conversations.

\*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

## Overarching Expectations (OE)

<b><u>ELA.K.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.K.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.K.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.K.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.K.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.K.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

<b>ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.</b>	
ELA.K.F.1.1	Count the number of words in a spoken sentence.
ELA.K.F.1.2	Recognize alliterative spoken words.
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.
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.
ELA.K.F.1.5	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 three-phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.
ELA.K.F.1.7	Delete, add, and substitute the initial or final phonemes of a spoken CVC word.

### **Indicator Insights:**

ELA.K.F.1.3 Students are expected to use pictures and spoken words when working with rhyming words depending on the objective of the lesson.

ELA.K.F.1.6 “Say ‘cat’, What sound do you hear at the beginning? In the middle? At the end?”

Students are not expected to identify /l/, /r/, /x/ because the /l/ in the final position is often not articulated clearly, /r/ in the final position is vowel controlled, and /x/ because it is made up of two phonemes (/k/ + /s/).

ELA.K.F.1.7 Delete: “Say ‘cat’. Now say it again without the /c/.”

Add: “Say ‘at’. Now say it again and add /c/.”

Substitute: “Say ‘cat’. Now say it again and change /c/ to /b/.”

This indicator relates to the sounds of words. The sounds remain the same, regardless of known spelling patterns to proficient readers. For example “say ‘met’, but don’t say /t/. The result would be “meh” not “mee”, but “meh’ with the letter “e” retaining the /e/ sound as in “edge”. This task is about the sounds, not spelling patterns.

Kindergarten students are not expected to delete medial sounds in phonemic awareness due to the impact on cognitive load for holding onto sounds in words.

For more information on phonemic awareness tasks, see the *Foundations of Literacy Support Document*.



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

- ELA.K.F.2.1                    Locate a book’s front cover, back cover, title page, and where to begin reading.
- ELA.K.F.2.2                    Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.
- 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.
- ELA.K.F.2.4                    Identify the beginning and end of a sentence by locating the capital letter and end punctuation.
- ELA.K.F.2.5                    Identify letters and words within sentences.

**Indicator Insight:**

ELA.K.F.2.3 *Page by page* means when the book is open and a student reads the left page, then the student moves to the top of the right page. *Page by page* also means a student reads a page and turns to the next page to continue reading.

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

- ELA.K.F.3.1                    Identify, name, and form all upper and lowercase letters with automaticity.
- ELA.K.F.3.2                    Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing.
- ELA.K.F.3.3                    Produce one-to-one letter-sound correspondences for each consonant with automaticity.
- ELA.K.F.3.4                    Identify the vowel and produce the vowel sound in a printed syllable or word when decoding:
- a. in a closed syllable (VC: at; CVC: bat);
  - b. in an open syllable (e.g. he, so, me, go, hi); and
  - c. in a vowel- consonant-e (VCe) syllable with prompting and support.
- ELA.K.F.3.5                    Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.
- ELA.K.F.3.6                    Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.
- ELA.K.F.3.7                    Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
- ELA.K.F.3.8                    Decode and encode words using:
- a. VC;
  - b. CV;
  - c. CVC;
  - d. consonant digraphs (i.e., ch, sh, th, wh); and
  - e. combination (i.e., qu).

**Indicator Insight:**

ELA.K.F.3.3 This indicator is expected in oral and written production.

ELA.K.F.3.5 This indicator includes the use of word families.

<b><u>ELA.F.4:</u></b>	<b><u>Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</u></b>
ELA.K.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.K.F.4.2	Read texts orally with accuracy and expression.
ELA.K.F.4.3	Read texts by: <ul style="list-style-type: none"> <li>a. using letter-sound knowledge to segment and blend sounds together;</li> <li>b. decoding the word by analogy; and</li> <li>c. using visuals from the text to support decoding and confirm recognition.</li> </ul>

**Indicator Insights:**

ELA.K.F.4.1 *High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

ELA.K.F.4.3b *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

## Applications of Reading (AOR)

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

ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.

ELA.K.AOR.1.2 Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text.

### **Indicator Insights:**

ELA.K.AOR.1.1 *Characters* can be described by appearance, feelings, and actions.

*Events that move the plot forward* are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.

ELA.K.AOR.1.2 Instruction of texts heard or read can go beyond listed terms.

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

ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.

ELA.K.AOR.2.2 Retell familiar texts by identifying the topic and supporting details in an informational text.

### **Indicator Insights:**

ELA.K.AOR.2.1 Retelling using *story elements* will progress into *theme* in second grade.

ELA.K.AOR.2.2 Retelling using a *topic* and *supporting details* will progress into *central idea* in first grade.

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

ELA.K.AOR.3.1 Identify and explain the roles of the author and the illustrator of a story.

**Indicator Insight:** none

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

ELA.K.AOR.4.1 Identify and explain the roles of the author and the illustrator in an informational text.

**Indicator Insight:** none

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

ELA.K.AOR.5.1 Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry.

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.

ELA.K.AOR.5.3 Identify an author's opinion about a topic in an informational text.

**Indicator Insight:**

ELA.K.AOR.5.2 Instruction can go beyond the terms listed in the indicator.

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

ELA.K.AOR.6.1

Retell a text orally to enhance comprehension:

- a. include main character(s), setting, and important events for a story; and
- b. include topic and supporting details for an informational text.

**Indicator Insight:**

ELA.K.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

ELA.K.AOR.7.1

Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:

- 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.

**Indicator Insight:** none

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

ELA.K.AOR.8.1

Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:

- 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.

**Indicator Insight:** none

**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.**

ELA.K.AOR.9.1

Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.

**Indicator Insight:**

ELA.K.AOR.9.1 Use the *morpheme* of the root word to understand unfamiliar words in oral language. E.g., "He is unkind." Kind is the root word. Students use understanding of kind to understand unkind.

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

ELA.K.AOR.10.1      Describe the relationship between visuals (e.g., illustrations, photographs) and the text.

<b>Indicator Insight:</b> none
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## Research(R)

<b><u>ELA.R.1:</u></b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
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.
ELA.K.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.K.R.1.3	<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>
ELA.K.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

### **Indicator Insight:**

ELA.K.R.1.1 Refer to the *Research Support Document* for support with types of questions.

## Written and Oral Communications (C)

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

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.

**Indicator Insight:**

ELA.K.C.1.1 Refer to ELA.K.AOR.5.3 for insight into how and when students identify opinions.

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

ELA.K.C.2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details.

**Indicator Insight:** none

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

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.

**Indicator Insight:** none

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

ELA.K.C.4.1 Form and use complete simple sentences. When writing:

- capitalize the first word in a sentence and the pronoun I;
- identify and name end punctuation marks (e.g., periods, exclamation points, and question marks);
- identify and use periods to punctuate sentences;
- identify and use common singular and plural nouns;
- identify and use action verbs; and
- identify and use simple and declarative sentences.

**Indicator Insight:**

ELA.K.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

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.

**Indicator Insight:** none

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

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.

**Indicator Insight:** none

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

ELA.K.C.7.1 Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after).

**Indicator Insight:** none

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

ELA.K.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- b. consider the ideas of others while engaging in conversations.

**Indicator Insight:**

ELA.K.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.K.C.9.1 Ask and answer questions in conversation on a topic.

**Indicator Insight:** none



## First Grade ELA Standards

*“I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn’t be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage.”* Roald Dahl

In first grade, students should continue to receive instruction in recognizing grapheme-phoneme correspondences. Students are asked to decode, or translate a word from print to speech, and encode, or translate a word from speech to print. Developing reading comprehension and fluency is also a vital skill for first graders. To support students at the first-grade level, educators are expected to offer appropriate guidance and support to students as needed. By the end of first grade, however, students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Instruction in first grade provides a greater focus on finding meaning in text. Students in first grade retell stories while identifying lessons within those stories. Additionally, students glean information from pictures and illustrations that accompany a print text.

Students in first grade read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also read a variety of informational texts in print and multimedia formats and begin using text features such as captions, graphs, and glossaries to locate information.

Throughout first grade, students work toward mastery of writing in print and continue their exploration of opinion, informative, and narrative modes of writing at developmentally appropriate levels. First-grade students also continue practicing how to appropriately enter conversations and adjust the volume of their voices to fit the context of the conversation.

\*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

## Overarching Expectations (OE)

<b><u>ELA.1.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.1.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.1.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.1.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.1.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.1.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

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

- ELA.1.F.1.1 *There is not an indicator for first grade.*
- ELA.1.F.1.2 Produce alliterative spoken words.
- ELA.1.F.1.3 Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.
- ELA.1.F.1.4 Delete and add a syllable within a spoken word including compound words.
- ELA.1.F.1.5 Blend and segment onsets and rimes of multisyllabic words.
- ELA.1.F.1.6 *There is not an indicator for first grade.*
- 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.

#### **Indicator Insights:**

ELA.1.F.1.4 Delete: “Say ‘rainbow.’ Say it again but don’t say ‘rain.’”  
Add: “Say ‘cow.’ Say it again and add ‘boy.’”

ELA.1.F.1.5 Blending and segmenting onset and rime in multisyllabic words is a progression from the kindergarten expectation. For example, in the word *silly*, the onset is /s/ and the rime is /illy/. In the word *cheesy*, the onset is /ch/ and rime is /eesy/.

ELA.1.F.1.7 Delete: “Say ‘slap.’ Now say it again without the /s/.”  
Add: “Say ‘lap.’ Now say it again and add /s/.”  
Substitute: “Say ‘slap.’ Now say it again and change /sl/ to /tr/.”

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

- ELA.1.F.2.1 Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s).
- ELA.1.F.2.2 *There is not an indicator for first grade.*
- ELA.1.F.2.3 *There is not an indicator for first grade.*
- ELA.1.F.2.4 *There is not an indicator for first grade.*
- ELA.1.F.2.5 *There is not an indicator for first grade.*

**Indicator Insight:** none

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

- ELA.1.F.3.1 *There is not an indicator for first grade.*
- ELA.1.F.3.2 *There is not an indicator for first grade.*
- ELA.1.F.3.3 *There is not an indicator for first grade.*
- ELA.1.F.3.4 Identify the vowel and produce the vowel sound in a printed syllable or word to:
- 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. \*

ELA.1.F.3.5

*There is not an indicator for first grade.*

ELA.1.F.3.6

Delete, add, and substitute the initial, medial, and final letters in words to build or make new words.

ELA.1.F.3.7

Read a two-syllable word by breaking the word into syllables.

ELA.1.F.3.8

Decode and encode words using:

- 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);\*
- 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 /ĭ/ 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).

**Indicator Insight:**

ELA.1.F.3.4 \*with prompting and support.

ELA.1.F.3.6 Students should build or make new words based on the scope and sequence of what has been taught from ELA.K.F.3.8. and ELA.1.F.3.8.

ELA.1.F.3.8 \*with prompting and support.

<b><u>ELA.F.4:</u></b>	<b><u>Read and reread grade-appropriate texts with accuracy and expression at an appropriate rate to support comprehension.</u></b>
ELA.1.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.1.F.4.2	Read texts orally with accuracy, appropriate rate, and expression.
ELA.1.F.4.3	Read texts by: <ul style="list-style-type: none"> <li>a. using letter-sound knowledge to segment and blend sounds together;</li> <li>b. decoding the words by analogy; and</li> <li>c. using context and visuals from the text to support monitoring and self-correcting.</li> </ul>

**Indicator Insights:**

ELA.1.F.4.1 *High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

ELA.1.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

ELA.1.F.4.3b *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

## Applications of Reading (AOR)

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

ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.

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.

### **Indicator Insights:**

ELA.1.AOR.1.1 *Main story elements* include and go beyond characters, settings, and events that move the plot forward.

*Events that move the plot forward* are what characters do or events that happen; events can include, but are not limited to, cause and effect and problem and solution relationships.

ELA.1.AOR.1.2 Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms.

Explaining the *purpose* of figurative language should include describing how it affects the story.

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

ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.

ELA.1.AOR.2.2 Identify a central idea and supporting details in an informational text.

### **Indicator Insight:**

ELA.1.AOR.2.1 Retelling using a *lesson* will progress into *theme* in second grade.

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

ELA.1.AOR.3.1 Identify and explain who is telling the story at various points in the story.

**Indicator Insight:** none

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

ELA.1.AOR.4.1 Distinguish between information provided by illustrations or pictures and information provided by the words in a text.

**Indicator Insight:** none

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

ELA.1.AOR.5.1 Identify and explain the differences between texts that tell stories and texts that provide information.

- 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.
- ELA.1.AOR.5.3 Identify and explain the differences between facts and opinions about a topic in an informational text.

**Indicator Insight:**

ELA.1.AOR.5.2 Instruction can go beyond the terms listed in the indicator.

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

- ELA.1.AOR.6.1 Retell a text orally and in writing to enhance comprehension:
- include main story elements at the beginning, middle, and end for a literary text; and
  - include a central idea and supporting details for an informational text.

**Indicator Insights:**

ELA.1.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.1.AOR.6.1a *Main story elements* can include characters, settings, and important events.

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

- ELA.1.AOR.7.1 Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
- use sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase;
  - use provided reference materials to build and integrate background knowledge;
  - use provided reference materials to determine the meaning of words and phrases; and
  - use words and phrases acquired through conversations, being read to, and responding to texts.

**Indicator Insight:**

ELA.1.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

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

- ELA.1.AOR.8.1 Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts:
- ask and answer questions about words and phrases to determine their meaning;
  - sort words and phrases into categories (e.g., apple, fruit and carrot, vegetable) to develop an understanding of word relationships; and
  - define words by their category and simple attributes (e.g., an owl is a bird that flies).

**Indicator Insight:** none

**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.**

ELA.1.AOR.9.1 Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.

**Indicator Insight:**

ELA.1.AOR.9.1 Support for *phonic patterns* and *inflectional morphemes* can be found in the *Vocabulary Support Document*.

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

ELA.1.AOR.10.1 Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text.

**Indicator Insight:** none



## Research(R)

<b><u>ELA.R.1:</u></b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
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.
ELA.1.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.1.R.1.3	<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.1.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

### **Indicator Insight:**

ELA.1.R.1.1 Refer to the *Research Support Document* for support with types of questions.

## Written and Oral Communications (C)

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

- ELA.1.C.1.1 Write opinion pieces about a topic. When writing:
- introduce an opinion and include reasons to support the opinion;
  - include grade-appropriate transitions; and
  - provide a concluding statement or idea.

#### **Indicator Insight:**

ELA.1.C.1.1 Refer to ELA.1.AOR.5.3 for insight into how and when students identify and explain opinions.

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

- ELA.1.C.2.1 Write informative/explanatory pieces to name a topic and provide information about the topic. When writing:
- introduce a topic;
  - provide information with details to develop the topic; and
  - provide a concluding statement or idea.

**Indicator Insight:** none

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

- ELA.1.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- detail events in a logical order using temporal words to signal event order (e.g., before, after);
  - include details that describe actions, thoughts, and feelings; and
  - provide a sense of ending.

#### **Indicator Insights:**

ELA.1.C.3.1 *Temporal* refers to time or occurrence.

Narratives at this grade level include a character and setting and may require instructional support.

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

- ELA.1.C.4.1 Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:
- capitalize the names of people and dates (to include months and days of the week);
  - use exclamation points, question marks, or periods to punctuate;
  - use commas to separate single words in a series;
  - use a comma after the day and before the year in a date;
  - 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.

**Indicator Insight:**

ELA.1.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

ELA.1.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

**Indicator Insight:** none

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

ELA.1.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.

**Indicator Insight:** none

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

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).

**Indicator Insight:** none

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

ELA.1.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- b. consider the ideas of others by restating what they say during conversations.

**Indicator Insight:**

ELA.1.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.1.C.9.1 Listen to others to ask and answer questions on a topic.

**Indicator Insight:** none

## Second Grade ELA Standards

*“To learn to read is to light a fire; every syllable that is spelled out is a spark.”*

Victor Hugo

By second grade, students should have mastered print concepts and phonological awareness. The foundational skills emphasized at the second-grade level are phonics and fluency. Second-grade students are asked to decode, translate a word from print to speech and encode, translate a word from speech to print. It is also vital that students continue to develop comprehension and fluency in reading.

As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, second graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Instruction in second grade provides a greater focus on finding meaning in text. Second-grade students are beginning to explain how features or elements of text contribute to meaning. Students are also asking “who, what, when, where, why, and how” questions to explain an author’s purpose in writing a text.

In second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Second-grade students also read a variety of informational texts in print and multimedia formats.

Throughout second grade, students work toward mastery of print writing and continue exploring opinion, informative, and narrative modes of writing at developmentally appropriate levels. Second-grade students continue to practice entering conversations appropriately and should continue to practice adjusting the volume of their voices to fit the context of conversations. Second graders write narratives that include temporal words and opinions that include supporting details. Also in their writing, second-grade students are learning how to develop a topic with facts and details.

\*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

## Overarching Expectations (OE)

<b><u>ELA.2.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.2.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.2.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.2.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.2.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.2.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

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

ELA.2.F.1.1	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.2	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.3	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.4	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.5	<i>There is not an indicator for second grade.</i>
ELA.2.F.1.6	<i>There is not an indicator for second grade.</i>
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.

**Indicator Insight:** none

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

ELA.2.F.2.1	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.2	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.3	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.4	<i>There is not an indicator for second grade.</i>
ELA.2.F.2.5	<i>There is not an indicator for second grade.</i>

**Indicator Insight:** none

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

ELA.2.F.3.1	<i>There is not an indicator for second grade.</i>
ELA.2.F.3.2	<i>There is not an indicator for second grade.</i>
ELA.2.F.3.3	<i>There is not an indicator for second grade.</i>
ELA.2.F.3.4	Identify the vowel in a printed syllable or word to: a. decode multisyllabic words with common syllable patterns (i.e., closed, open, vowel-consonant-e, vowel-r, vowel teams, consonant-le, and schwa syllables); and b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: rab-bit (CVC/CVC); o-pen (V/CVC); cab-in (CVC/VC); li-on (CV/VC).
ELA.2.F.3.5	<i>There is not an indicator for second grade.</i>
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.
ELA.2.F.3.7	Read multisyllabic words by breaking the word into syllables.
ELA.2.F.3.8	Decode and encode multisyllabic words using: 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.

**Indicator Insight:** none

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

ELA.2.F.4.1 Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.

ELA.2.F.4.2 Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.

ELA.2.F.4.3 Read texts by:

- 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.

**Indicator Insights:**

ELA.2.F.4.1 *High-frequency words* are words that statistically show up with a high percentage rate in common texts. Words should be read in and out of context.

ELA.2.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

ELA.2.F.4.3b *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

## Applications of Reading (AOR)

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

ELA.2.AOR.1.1 Describe the main story elements and sequence the important events.

ELA.2.AOR.1.2 Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms.

**Indicator Insights:**

ELA.2.AOR.1.2 Instruction of texts heard or read can go beyond listed terms and should include all previously learned terms.

Explaining the *purpose* of figurative language should include describing how it affects the story.

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

ELA.2.AOR.2.1 Identify and explain an explicit theme in a literary text.

ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text.

**Indicator Insight:** none

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

ELA.2.AOR.3.1 Identify different characters' perspectives in a literary text.

**Indicator Insight:**

ELA.2.AOR.3.1 See the glossary for insight on *perspective*.

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

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.

**Indicator Insight:**

ELA.2.AOR.4.1 At this level, students describe an *author's purpose* by generating responses in complete sentences using non-prescribed (i.e., non-formulaic) words.

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

ELA.2.AOR.5.1 Describe the basic structure of a literary text (e.g., narrative, drama, and poem).

ELA.2.AOR.5.2 Explain how text features contribute to meaning in an informational text; identify the text structure of sequence.

ELA.2.AOR.5.3 Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text.

**Indicator Insight:**

ELA.2.AOR.5.2 *Sequence* is a specific order of events or steps of a process.



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

- ELA.2.AOR.6.1            Retell a text to enhance comprehension:
- 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.

**Indicator Insights:**

ELA.2.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

ELA.2.AOR.6.1a *Main story elements* can include characters, settings, and important events.

Refer to ELA.2.AOR.5.2 for more support with *sequencing*.

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

- ELA.2.AOR.7.1            Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:
- a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;
  - b. use reference materials to build and integrate background knowledge;
  - c. use glossaries and dictionaries to determine the meaning of words and phrases; and
  - d. use words and phrases acquired through conversations, reading, and responding to texts.

**Indicator Insight:**

ELA.2.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

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

- ELA.2.AOR.8.1            Determine the effectiveness of an author’s use of words and phrases in literary, informational, and multimedia texts:
- 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).

**Indicator Insight:** none

**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.**

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.

**Indicator Insight:** none

ELA.2.AOR.9.1 Support for *phonic patterns, inflectional morphemes, and prefixes* can be found in the *Vocabulary Support Document*.

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

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.

**Indicator Insight:** none

## Research(R)

<b>ELA.R.1:</b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
ELA.2.R.1.1	Ask and answer questions about print and non-print sources to narrow or broaden thinking.
ELA.2.R.1.2	Sequence information from a provided print or non-print source.
ELA.2.R.1.3	<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.2.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>

### **Indicator Insights:**

ELA.2.R.1.1 *Narrowing a topic* means asking exploratory questions for the purpose of focusing and refining research.

*Broadening* means exploring a topic for the purpose of expanding thinking.

Refer to the *Research Support Document* for research support.

## Written and Oral Communications (C)

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

- ELA.2.C.1.1 Write opinion pieces about a topic. When writing:
- introduce an opinion and include reasons with details to support the opinion;
  - use grade-appropriate transitions; and
  - provide a concluding statement.

#### **Indicator Insight:**

ELA.2.C.1.1 Refer to ELA.2.AOR.5.3 for insight into how and when students identify opinions and use reasons to support opinions.

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

- ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:
- introduce a topic;
  - use facts and details to develop the topic; and
  - provide a concluding statement.

#### **Indicator Insight:** none

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

- ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- establish and describe character(s) and setting;
  - sequence events and use temporal words to signal event order (e.g., before, after); and
  - provide a sense of ending.

#### **Indicator Insight:**

ELA.2.C.3.1b *Sequence* is a specific order of events or steps of a process; *temporal* refers to time or occurrence.

Narratives at this level can describe characters (e.g., thoughts, actions, feelings) and setting (e.g., time, place, detailed description).

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

- ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:
- capitalize proper nouns (holidays, product names, and geographic names);
  - use periods to punctuate initials and titles of people;
  - 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.

**Indicator Insight:**

ELA.2.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

ELA.2.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

**Indicator Insight:** none

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

ELA.2.C.6.1 Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences.

**Indicator Insight:** none

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

ELA.2.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking:

- 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.

**Indicator Insight:** none

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

ELA.2.C.8.1 Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:

- a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and
- b. consider the ideas of others by restating what they say during conversations.

**Indicator Insight:**

ELA.2.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.2.C.9.1 Identify a speaker’s opinion and at least one supporting reason.

<b>Indicator Insight:</b> none
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## Third Grade ELA Standards

*“There are many little ways to enlarge your child’s world. Love of books is the best of all.”*  
Jacqueline Kennedy

In third grade, foundational reading skills are focused on fluency; however, reading comprehension becomes the primary focus. In addition to identifying elements of literary and informational texts, students in third grade are beginning to explain how those elements function within a text.

As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, third graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Instruction in third grade begins to focus on author’s craft. Third-grade students begin examining an author’s purpose in writing a text and explaining the differences between the perspectives of characters and the difference between the perspective of a character and of the reader.

Students in third grade continue to read the four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Third graders also read a variety of informational texts in print and multimedia formats as well as explain how information gleaned from visuals contributes to the meaning of a text.

Throughout third grade, students compose developmentally appropriate opinion pieces, informational pieces, and narrative pieces. Within their writing, students begin structuring their thinking by grouping related ideas and using transitions to link their ideas. Third graders learn how to refine questions for research and reflect upon the ideas of others during conversations. Students practice writing short summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. Additionally, third-grade students begin to write in cursive.

\* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

## Overarching Expectations (OE)

<b><u>ELA.3.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.3.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.3.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.3.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.3.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.3.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.



## Foundations of Literacy (F)

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

ELA.3.F.1.1	<i>There is not an indicator for third grade.</i>
ELA.3.F.1.2	<i>There is not an indicator for third grade.</i>
ELA.3.F.1.3	<i>There is not an indicator for third grade.</i>
ELA.3.F.1.4	<i>There is not an indicator for third grade.</i>
ELA.3.F.1.5	<i>There is not an indicator for third grade.</i>
ELA.3.F.1.6	<i>There is not an indicator for third grade.</i>
ELA.3.F.1.7	<i>There is not an indicator for third grade.</i>

**Indicator Insight:** none

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

ELA.3.F.2.1	<i>There is not an indicator for third grade.</i>
ELA.3.F.2.2	<i>There is not an indicator for third grade.</i>
ELA.3.F.2.3	<i>There is not an indicator for third grade.</i>
ELA.3.F.2.4	<i>There is not an indicator for third grade.</i>
ELA.3.F.2.5	<i>There is not an indicator for third grade.</i>

**Indicator Insight:** none

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

ELA.3.F.3.1	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.2	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.3	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.4	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.5	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.6	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.7	<i>There is not an indicator for third grade.</i>
ELA.3.F.3.8	<i>There is not an indicator for third grade.</i>

**Indicator Insight:** none

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

ELA.3.F.4.1	<i>There is not an indicator for third grade.</i>
ELA.3.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.3.F.4.3	Read texts by: <ul style="list-style-type: none"><li>a. using letter-sound knowledge to segment and blend sounds together;</li><li>b. decoding the words by analogy;</li><li>c. recognizing chunks including familiar prefixes, suffixes, or the first syllable of the word;</li><li>d. generalizing phonic skills to unknown words; and</li></ul>

- e. using context and visuals from the text to support monitoring and self-correcting.

**Indicator Insight:**

ELA.3.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

ELA.3.F.4.3 *Decoding the words by analogy* means recognizing how the word or word parts may be similar to another known word or word parts.

## Applications of Reading (AOR)

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

ELA.3.AOR.1.1 Explain how one or more characters develop throughout the plot.

ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.

**Indicator Insights:**

ELA.3.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.

Explaining the *purpose* of figurative language should include describing how it affects the story.

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

ELA.3.AOR.2.1 Identify and explain an explicit theme in a literary text and how it is developed by key details.

ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text.

**Indicator Insight:** none

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

ELA.3.AOR.3.1 Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.

**Indicator Insight:**

ELA.3.AOR.3.1 See the glossary for insight on *perspective*.

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

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.

**Indicator Insight:** none

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

- 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.
- 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.
- 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.

**Indicator Insight:**

ELA.3.AOR.5.2 Instruction should include all previously learned structures to include *sequence*.

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

- 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.

**Indicator Insight:**

ELA.3.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

- ELA.3.AOR.7.1      Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies:
- a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;
  - 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.

**Indicator Insight:**

ELA.3.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

<b><u>ELA.AOR.8:</u></b>	<b><u>Analyze word relationships and nuances in word meanings within literary and informational texts.</u></b>
ELA.3.AOR.8.1	Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts: <ol style="list-style-type: none"> <li>distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps);</li> <li>identify real-life connections between words and their use (e.g., describe people who are helpful); and</li> <li>determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.</li> </ol>

<b>Indicator Insight:</b> none
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<b><u>ELA.AOR.9:</u></b>	<b><u>Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.</u></b>
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.

<b>Indicator Insight:</b> <u>ELA.3.AOR.9.1</u> Support for <i>derivational morphemes, prefixes, suffixes, and phonic patterns</i> can be found in the <i>Vocabulary Support Document</i> .
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<b><u>ELA.AOR.10:</u></b>	<b><u>Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.</u></b>
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.

<b>Indicator Insight:</b> none
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## Research(R)

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

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.

ELA.3.R.1.2 Group findings from a provided print or non-print source.

ELA.3.R.1.3 *Instruction of this indicator begins in fourth grade.*

ELA.3.R.1.4 *Instruction of this indicator begins in fourth grade.*

ELA.3.R.1.5 *Instruction of this indicator begins in fourth grade.*

### **Indicator Insights:**

ELA.3.R.1.1 *Narrowing a topic* means asking exploratory questions for the purpose of focusing and refining research.

*Broadening* means exploring a topic for the purpose of expanding thinking.

Refer to the *Research Support Document* for research support.

## Written and Oral Communications (C)

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

- ELA.3.C.1.1 Write opinion pieces about a topic. When writing:
- introduce a topic; include an opinion statement;
  - include reasons supported by details from a provided source;
  - use grade-appropriate transitions to link ideas;
  - organize information; and
  - provide a concluding statement.

#### **Indicator Insight:**

ELA.3.C.1.1 Refer to ELA.3.AOR.5.3 for insight into how and when students explain the use of reasons to support opinion.

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

- ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing:
- introduce a topic;
  - develop the topic with facts, definitions, and/or details related to the topic;
  - group information and use grade-appropriate transitions to link ideas;
  - use precise language and vocabulary to inform or explain about the topic;
  - use and explain information from a provided source; and
  - provide a concluding statement or section.

#### **Indicator Insights:**

ELA.3.C.2.1 Informative pieces can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Writing *informative pieces* progresses to writing *informative texts* in grade four.

*Provided source* refers to a source given to students by the teacher.

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

- ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- 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.

#### **Indicator Insights:**

ELA.3.C.3.1b *Plot structure* development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than the recall of definitions.

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

- ELA.3.C.4.1                    Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:
- 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.

**Indicator Insight:**

ELA.3.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

- ELA.3.C.5.1                    Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

**Indicator Insight:** none

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

- ELA.3.C.6.1                    Write in cursive all uppercase and lowercase letters.

**Indicator Insight:**

ELA.3.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.



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

- 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:
- demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes; and
  - identify and use appropriate digital tools to enhance verbal communication with support from adults.

**Indicator Insight:** none

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

- ELA.3.C.8.1 Participate in structured conversations and collaborations about grade-appropriate topics and texts:
- 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.

**Indicator Insight:**

ELA.3.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

- ELA.3.C.9.1 Identify a speaker's claim and at least one supporting reason.

**Indicator Insight:** none

## Fourth Grade ELA Standards

*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss*

In fourth grade, reading comprehension is a primary focus. Students in fourth grade are learning to make important connections within texts, such as how an author’s perspective impacts his/her purpose. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, fourth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As foundational practice for the in-depth literary analysis that will take place in later grades, fourth graders will determine and explain how key literary elements, such as conflict and setting, impact character and plot development. Additionally, fourth-grade students study plot and the ways in which it is impacted by other story elements, such as conflict. Fourth graders begin to identify and explain implied themes and central ideas, which requires students to draw conclusions based on inferences. Students are also continuing to identify organizational structures within informational text.

Fourth-grade students continue reading the four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Fourth graders also read a variety of informational texts in print and multimedia formats, as well as examine how text features contribute to the overall meaning of an informational text.

Throughout fourth grade, writing instruction evolves with an emphasis on sequencing, including logical reasons, and developing an organizational structure. Students move from writing opinions to writing arguments while continuing to develop informational and narrative pieces. Fourth-grade students conduct research, refining their research questions and determining the validity of the resources they find. Students continue writing short summary paragraphs, multi-paragraph essays, text-dependent writing, and creative writing. Additionally, fourth-grade students continue to develop cursive writing.

\* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

## Overarching Expectations (OE)

<b><u>ELA.4.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.4.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.4.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.4.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.4.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.4.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

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

ELA.4.F.1.1	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.1.2	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.1.3	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.1.4	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.1.5	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.1.6	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.1.7	<i>There is not an indicator for fourth grade.</i>

**Indicator Insight:** none

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

ELA.4.F.2.1	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.2.2	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.2.3	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.2.4	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.2.5	<i>There is not an indicator for fourth grade.</i>

**Indicator Insight:** none

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

ELA.4.F.3.1	<i>There is not an indicator for fourth grade..</i>
ELA.4.F.3.2	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.3.3	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.3.4	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.3.5	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.3.6	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.3.7	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.3.8	<i>There is not an indicator for fourth grade.</i>

**Indicator Insight:** none

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

ELA.4.F.4.1	<i>There is not an indicator for fourth grade.</i>
ELA.4.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.4.F.4.3	<i>There is not an indicator for fourth grade.</i>

**Indicator Insight:**

ELA.4.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

## Applications of Reading (AOR)

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

ELA.4.AOR.1.1 Explain how setting and conflict cause characters to change and how conflict(s) contributes to plot development.

ELA.4.AOR.1.2 Determine and explain how figurative language impacts meaning and contributes to the reader's experience.

#### **Indicator Insight:**

ELA.4.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms to include: hyperbole, metaphor, alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.

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

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.

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.

#### **Indicator Insight:** none

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

- ELA.4.AOR.3.1
- Compare and contrast the point of view from which different stories are narrated, including the difference between first person and third person; and
  - explain how different characters' perspectives impact a literary text.

#### **Indicator Insight:**

ELA.4.AOR.3.1 See the glossary for insight on *point of view* and *perspective*.

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

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.

#### **Indicator Insight:** none

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

ELA.4.AOR.5.1 Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).

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.

ELA.4.AOR.5.3 Explain an author's use of reasons and evidence to support a claim(s) in an informational text.

**Indicator Insights:**

ELA.4.AOR.5.2 *Chronological order* refers to order in terms of time.

Instruction should include all previous learned structures to include: *sequence, description/list, and cause and effect*.

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

- 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.

**Indicator Insight:**

ELA.4.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

- 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:
- a. use context clues (e.g., definitions, examples, restatements) to determine the meaning of a word or phrase;
  - 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.

**Indicator Insight:**

ELA.4.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

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

- ELA.4.AOR.8.1            Determine an author's use of words and phrases in grade-level literary, informational, and multimedia texts:
- 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.

**Indicator Insight:**

ELA.4.AOR.8.1 Refer to ELA.4.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

**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.**

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.

**Indicator Insight:**

ELA.4.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

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

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.

**Indicator Insight:** none

## Research(R)

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

- ELA.4.R.1.1                Conduct short research for inquiry by:
- a. generating a question about a topic; and
  - b. examining a provided source.
- ELA.4.R.1.2                Determine the credibility of a provided source.
- ELA.4.R.1.3                Determine which information is relevant to the topic.
- ELA.4.R.1.4                Group related findings.
- ELA.4.R.1.5                Cite sources to avoid plagiarism.

### **Indicator Insights:**

ELA.4.R.1.1 Refer to the *Research Support Document* for research support.

ELA.4.R.1.5 Refer to OE.5 for more information about citing sources.



## Written and Oral Communications (C)

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

- ELA.4.C.1.1 Write arguments to make a claim about a topic. When writing:
- introduce a topic and state an opinion about the topic;
  - provide reasons supported by facts from a credible source(s); and
  - group ideas logically using transitional words and phrases; and
  - provide a concluding statement or section.

#### **Indicator Insight:**

ELA.4.C.1.1 Refer to ELA.4.AOR.5.3 for insight into how and when students explain the use of reasons and evidence to support claims.

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

- ELA.4.C.2.1 Write informative/explanatory texts to examine a topic and provide information. When writing:
- introduce a topic clearly;
  - develop the topic with facts, definitions, details, and/or quotes related to the topic;
  - group related information into paragraphs and/or sections using transitional words and phrases to link ideas;
  - use precise language and vocabulary to inform or explain about the topic;
  - use and explain information from a provided source(s); and
  - provide a concluding statement or section.

#### **Indicator Insights:**

ELA.4.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

In grade four, writing *informative pieces* progresses to writing *informative texts*.

At this grade level, quotes can be direct or indirect.

*Provided source* refers to a source given to students by the teacher.

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

- ELA.4.C.3.1 Write narratives developing real or imagined experiences. When writing:
- 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

- f. provide an ending that follows from the narrated experiences or events.

**Indicator Insights:**

ELA.4.C.3.1 *Plot structure* development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

In previous grades, *transition words* centered around *temporal words* (e.g., next, before, etc.).

In fourth grade, general *transitions* are introduced (e.g., for example, especially, additionally, etc.)

**ELA.C.4:**

**Demonstrate command of standard English grammar and conventions when writing.**

ELA.4.C.4.1

Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:

- 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.

**Indicator Insight:**

ELA.4.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

**ELA.C.5:**

**Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

ELA.4.C.5.1

Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

**Indicator Insight:** none

**ELA.C.6:**

**Write independently and legibly for a variety of tasks and purposes.**

ELA.4.C.6.1

Demonstrate fluent and legible cursive writing skills.

**Indicator Insight:**

ELA.4.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

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

- ELA.4.C.7.1 Present information orally to report on a topic or text, tell a story, or recount an experience. When presenting:
- demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and audiences; and
  - identify and use appropriate digital tools to enhance verbal communication with support from adults.

**Indicator Insight:** none

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

- ELA.4.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:
- 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.

**Indicator Insight:**

ELA.4.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

- ELA.4.C.9.1 Identify and explain a speaker's claim(s) and supporting reasons and evidence.

**Indicator Insight:** none

## **Fifth Grade ELA Standards**

*“The whole world opened up to me when I learned to read.”*

Mary McCleod Bethune

Students entering fifth grade are developing critical thinking and problem-solving skills. While reading comprehension is still a focus in fifth grade, analysis is beginning to emerge. For example, students should be able to identify and describe how conflict within a story moves a plot forward using both supporting evidence and elaboration. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, fifth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

In literary texts, fifth graders begin to analyze how story elements contribute to the plot. Additionally, students should be able to explain how the point of view through which a story is told can impact how events are described, remembering that point of view focuses on who is telling the story. Fifth-grade students are also expected to describe how an author reveals one or more characters’ perspectives, remembering that perspective is how characters view and process what is happening in the story. In informational texts, students begin to compare and contrast primary and secondary accounts of the same event or topic.

Fifth-grade students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. Students also read a variety of informational texts in print and multimedia formats, as well as text features embedded within informational texts.

Throughout fifth grade, students work toward proficiency of the skills they have learned and developed. Writing skills continue to evolve as students strengthen arguments and informational pieces by developing organizational structures to logically group ideas. In narrative writing, students work to vary transitions, organize thoughts, and use elaboration more effectively. In oral communications, students begin to evaluate a speaker’s claims. In their own oral communications, fifth graders consider and reflect upon the thoughts and ideas of others. Fifth-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces.

\* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B. The Foundations of Literacy Grade Band Articulation is in Appendix A.

## Overarching Expectations (OE)

<b><u>ELA.5.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.5.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.5.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.5.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.5.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.5.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

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

ELA.5.F.1.1	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.1.2	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.1.3	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.1.4	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.1.5	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.1.6	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.1.7	<i>There is not an indicator for fifth grade.</i>

**Indicator Insight:** none

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

ELA.5.F.2.1	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.2.2	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.2.3	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.2.4	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.2.5	<i>There is not an indicator for fifth grade.</i>

**Indicator Insight:** none

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

ELA.5.F.3.1	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.2	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.3	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.4	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.5	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.6	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.7	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.3.8	<i>There is not an indicator for fifth grade.</i>

**Indicator Insight:** none

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

ELA.5.F.4.1	<i>There is not an indicator for fifth grade.</i>
ELA.5.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.5.F.4.3	<i>There is not an indicator for fifth grade.</i>

**Indicator Insight:**

ELA.5.F.4.2 *Appropriate rate* is based on the fluency scoring system used in the school or district.

## Applications of Reading (AOR)

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

ELA.5.AOR.1.1 Analyze how setting, characters, and conflict impact plot development.

ELA.5.AOR.1.2 Analyze how figurative language impacts meaning and contributes to the reader's experience.

**Indicator Insight:**

ELA.5.AOR.1.2 Instruction can go beyond listed terms and should include all previously learned terms to include: alliteration, onomatopoeia, descriptive phrases, descriptive words, imagery, similes, personification, and idioms.

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

ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.

ELA.5.AOR.2.2 Explain the development of a stated or implied central idea over the course of an informational text.

**Indicator Insight:** none

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

ELA.5.AOR.3.1

- Explain how the point of view from which a story is narrated influences how events are described; and
- explain how an author reveals one or more characters' perspectives in a literary text.

**Indicator Insight:**

ELA.5.AOR.3.1 See the glossary for insight on *point of view* and *perspective*.

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

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.

**Indicator Insight:**

ELA.5.AOR.4.1 When comparing and contrasting *perspectives* (especially when working with primary and secondary sources), students will build upon a foundation for recognizing bias, reliability, and credibility in subsequent grades.

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

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.

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.

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.

**Indicator Insight:** none

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

ELA.5.AOR.6.1 Summarize a text to enhance comprehension:

- include plot, theme, and relevant key details for a literary text; and
- include a central idea and relevant supporting details for an informational text.

**Indicator Insight:**

ELA.5.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

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:

- use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases;
- 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.

**Indicator Insight:**

ELA.5.AOR.7.1a Refer to the *Vocabulary Support Document* for *context clues* insight.

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

ELA.5.AOR.8.1 Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts:

- recognize and explain the meaning of figurative language, including similes and metaphors, in context; and
- demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Indicator Insight:**

ELA.5.AOR.8.1 Refer to ELA.5.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

**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.**



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.

**Indicator Insight:**

ELA.5.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

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

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.

**Indicator Insight:** none

## Research(R)

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

- ELA.5.R.1.1 Conduct short research for inquiry by:
- generating a question(s) about a topic; and
  - consulting a variety of print and multimedia sources.
- ELA.5.R.1.2 Determine the credibility of the source(s) consulted and use the most credible source(s).
- ELA.5.R.1.3 Determine which information is relevant to the topic.
- ELA.5.R.1.4 Logically group related findings.
- ELA.5.R.1.5 Cite sources to avoid plagiarism.

### **Indicator Insight:**

ELA.5.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.5.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.5.C.1.1 Write arguments to make a claim about a topic. When writing:
- introduce a topic and make a claim about the topic;
  - include reasons that are supported by facts from a credible source(s);
  - develop an organizational structure in which ideas are grouped logically;
  - use transitions to link and structure ideas; and
  - provide a concluding statement or section.

#### **Indicator Insight:**

ELA.5.C.1.1 Refer to [ELA.5.AOR.5.3](#) for insight into how and when students determine and trace arguments, claims, and reasoning.

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

- ELA.5.C.2.1 Write informative texts to examine a topic and convey ideas and information clearly. When writing:
- introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic;
  - group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure;
  - use precise language and vocabulary to explain the topic;
  - use and explain information from a provided source(s); and
  - provide a concluding statement or section.

#### **Indicator Insights:**

[ELA.5.C.2.1](#) Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

At this grade level, quotes can be direct or indirect.

*Provided source* refers to a source given to students by the teacher.

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

- ELA.5.C.3.1 Write narratives to develop real or imagined experiences. When writing:
- establish a situation and setting;
  - introduce a narrator and characters;
  - establish a plot structure;
  - use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters;
  - 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.

**Indicator Insight:**

ELA.5.C.3.1b *Plot structure* development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

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

- ELA.5.C.4.1 Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:
- apply knowledge of rules for capitalization;
  - use underlining, quotation marks, or italics to indicate titles of works;
  - 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;
  - use a colon to introduce a list and after a salutation in a business letter or email;
  - explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions;
  - distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative);
  - use prepositional phrases in different positions within a sentence;
  - use correct subject-verb and pronoun-antecedent agreement;
  - identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and
  - consult print and multimedia sources to check and correct spelling.

**Indicator Insight:**

ELA.5.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

- ELA.5.C.5.1 Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

**Indicator Insight:** none

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

- ELA.5.C.6.1 Demonstrate fluent and legible cursive writing skills.

**Indicator Insight:**

ELA.5.C.6.1 Students will continue to use appropriate spacing for letters, words, and sentences.

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

- 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:

- 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.

**Indicator Insight:** none

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

- ELA.5.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:
- a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and
  - b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.

**Indicator Insight:**

ELA.5.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

- ELA.5.C.9.1 Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument.

**Indicator Insight:** none

## Sixth Grade ELA Standards

*“The beautiful thing about learning is that no one can take it away from you.”*  
B.B. King

Students entering sixth grade are developing critical thinking skills, problem-solving skills, and creativity. Sixth-grade students are reading longer texts and continuing to draw conclusions based on inferences while analyzing how an author’s choices impact meaning in various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, sixth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Sixth graders make inferences and analyze how an author’s choices impact meaning in text. Students in sixth grade are first introduced to the rhetorical appeals of ethos, pathos, and logos, and the types of reasoning an author may use to support claims.

Sixth-grade students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types should include short novels, chapter books, contemporary fiction, science fiction, myths, folk tales, and tall tales. In addition to literary texts, instruction in sixth grade should include expository, persuasive, and informational texts that can include, but are not limited to, historical documents, news articles, speeches, personal essays, memoirs, autobiographical and biographical sketches, speeches, advertisements, primary and secondary sources, reviews, and schedules. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, sixth-grade students learn how to communicate to a variety of audiences through written and oral communication. Students write shorter and longer narratives, arguments, and informational texts. Sixth graders continue to strengthen the organizational structure of their writing while using details and reasons to develop their thoughts. Sixth-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. When appropriate, students may also begin to explore and practice other types of college and career-ready writing such as professional emails and personal letters. Lastly, students in sixth grade participate in academic discussions and learn how to communicate appropriately to a variety of audiences.

\*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

## Overarching Expectations (OE)

<b><u>ELA.6.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.6.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.6.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.6.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.6.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.6.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

*There are no Foundations of Literacy standards or indicators at this grade level.*

## Applications of Reading (AOR)

<b><u>ELA.AOR.1:</u></b>	<b><u>Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.</u></b>
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ELA.6.AOR.1.1	Analyze how specific events and descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
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ELA.6.AOR.1.2	Explain how figurative language impacts mood, tone, and meaning.
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<b>Indicator Insights:</b>
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<u>ELA.6.AOR.1.1</u> <i>Descriptive details</i> refer to sensory details (i.e., the way something looks, smells, tastes, sounds, and/or feels).
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<u>ELA.6.AOR.1.2</u> In grade five, students analyzed how figurative language impacts meaning. Grade six adds <i>mood</i> and <i>tone</i> to the list of content, so the skill steps back into explanation before rebuilding to analysis with the new content.
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<b><u>ELA.AOR.2:</u></b>	<b><u>Evaluate and critique the development of themes and central ideas within and across texts.</u></b>
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ELA.6.AOR.2.1	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.
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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.
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<b>Indicator Insight:</b> none
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<b><u>ELA.AOR.3:</u></b>	<b><u>Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.</u></b>
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ELA.6.AOR.3.1	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.
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<b>Indicator Insight:</b>
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<u>ELA.6.AOR.3.1</u> <i>Perspective</i> leads to <i>irony</i> in English 1.
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<b><u>ELA.AOR.4:</u></b>	<b><u>Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.</u></b>
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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.
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<b>Indicator Insight:</b> none
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<b><u>ELA.AOR.5:</u></b>	<b><u>Evaluate and critique how an author uses words, phrases, and text structures to craft text.</u></b>
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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.
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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.
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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.
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**Indicator Insights:**

ELA.6.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

ELA.6.AOR.6.1                Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.6.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

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.

- 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.

**Indicator Insight:**

ELA.6.AOR.7.1 In grade 5, *context clues* refer to the five types of context clues in the *Vocabulary Support Document*. In grade 6, *context* refers to the position and function of the word in the text.

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

ELA.6.AOR.8.1                Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- 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).

**Indicator Insights:**

ELA.6.AOR.8.1 Refer to ELA.6.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

See previous grade levels for more information about *word relationships*.

**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.**

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.

**Indicator Insight:**

ELA.6.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

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

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.

**Indicator Insight:** none

## Research(R)

<b><u>ELA.R.1:</u></b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
ELA.6.R.1.1	Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic.
ELA.6.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).
ELA.6.R.1.3	Determine which source(s) and/or information is relevant to the topic.
ELA.6.R.1.4	Logically organize findings.
ELA.6.R.1.5	Cite sources to avoid plagiarism.

### **Indicator Insights:**

ELA.6.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.6.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.6.C.1.1 Write arguments to support a claim with clear reasons and relevant evidence. When writing:
- introduce a claim and organize the reasons and evidence clearly;
  - support a claim using logical reasoning supported by facts and/or data as evidence from a credible source(s);
  - acknowledge an alternative perspective;
  - use an organizational structure appropriate to the purpose and task;
  - use transitions to clarify the relationship(s) between claim and reasons;
  - provide a concluding statement or section that follows from the argument presented.

#### **Indicator Insight:**

ELA.6.C.1.1 Refer to ELA.6.AOR.5.3 for insight into how and when students trace the development of arguments and reasoning.

See *Glossary* and *Rhetoric Support Document* for clarity on *alternative perspective*.

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

- ELA.6.C.2.1 Write informative texts to examine a topic and analyze information from one or more sources. When writing:
- introduce a topic clearly and organize information logically;
  - develop the topic with relevant facts, definitions, details, quotes, or other information and examples;
  - use appropriate transitions to clarify the relationships among ideas and concepts;
  - use precise language and vocabulary to inform or to explain the topic; and
  - provide a concluding statement or section.

#### **Indicator Insights:**

ELA.6.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

At this grade level, quotes can be direct or indirect.

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

- 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:
- produce clear and coherent writing appropriate to the task and audience;
  - 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
- f. provide an ending that follows logically from the narrated experiences or events.

**Indicator Insight:**

ELA.6.C.3.1 *Plot structure* development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

**ELA.C.4:**

**Demonstrate command of standard English grammar and conventions when writing.**

**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 structure. When writing:

- a. apply knowledge of rules for capitalization;
- 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 tense; and
- i. consult print and multimedia sources to check and correct spelling.

**Indicator Insight:**

ELA.6.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

**ELA.C.5:**

**Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

**ELA.6.C.5.1**

Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.

**Indicator Insight:** none

**ELA.C.6:**

**Write independently and legibly for a variety of tasks and purposes.**

**ELA.6.C.6.1**

*This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

<b><u>ELA.C.7:</u></b>	<b><u>Organize and communicate ideas through a range of formats to engage a variety of audiences.</u></b>
ELA.6.C.7.1	<p>Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting:</p> <ol style="list-style-type: none"> <li>demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences;</li> <li>convey a clear perspective and purpose;</li> <li>include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>use appropriate digital tools for the task, purpose, and audience.</li> </ol>
<b>Indicator Insight:</b> none	

<b><u>ELA.C.8:</u></b>	<b><u>Through collaboration, react and respond to information while building upon the ideas of others and respecting diverse perspectives.</u></b>
ELA.6.C.8.1	<p>Engage in structured conversations and collaborations about grade-appropriate topics and texts:</p> <ol style="list-style-type: none"> <li>ask questions to build on the ideas of others; pose and respond to questions to clarify thinking and express new ideas; and</li> <li>consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.</li> </ol>
<b>Indicator Insight:</b> <u>ELA.6.C.8.1</u> This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in <u>OE.4</u> .	

<b><u>ELA.C.9:</u></b>	<b><u>Evaluate and critique ideas and concepts interactively through listening and speaking.</u></b>
ELA.6.C.9.1	<p>Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation:</p> <ol style="list-style-type: none"> <li>determine the effectiveness of a speaker's argument and specific claims, distinguishing relevant and valid claims from irrelevant and invalid claims; and</li> <li>determine how a speaker articulates a clear message, chooses appropriate media, and/or uses appropriate voice for the audience.</li> </ol>
<b>Indicator Insight:</b> none	

## Seventh Grade ELA Standards

*“Good teaching is more a giving of right questions than a giving of right answers.”*  
Josef Albers

Students entering seventh grade are continuing to develop critical thinking skills, problem-solving skills, and creativity. Seventh-grade students are reading critically from a variety of rich and challenging texts, while making inferences about an author’s choices and analyzing how those choices impact meaning. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, seventh graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

Seventh graders continue examining an author’s use of the rhetorical appeals of ethos, pathos, and logos, and the types of reasoning an author uses to support claims. Students also examine how the author’s choice to structure a text, literary and informational, impacts the meaning of a text.

Seventh-grade students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types should include short novels, chapter books, contemporary fiction, science fiction, myths, folk tales, and tall tales. In addition to literary texts, instruction in seventh grade should include expository, persuasive, and informational texts that can include, but are not limited to, historical documents, news articles, speeches, personal essays, memoirs, autobiographical and biographical sketches, speeches, advertisements, primary and secondary sources, reviews, and schedules. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, seventh-grade students learn how to communicate to a variety of audiences through written and oral communication. Students write shorter and longer narratives, arguments, and informational texts. In argumentative writing, seventh graders use data and statistics to support their claims while acknowledging a counterclaim. Seventh-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also begin to explore and practice other types of college and career-ready writing such as professional emails, personal letters, and public service announcements. Lastly, students in seventh grade participate in academic discussions and learn how to communicate appropriately to a variety of audiences and consider new ideas and diverse perspectives of others.

\* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

## Overarching Expectations (OE)

<b><u>ELA.7.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.7.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.7.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.7.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.7.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.7.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

*There are no Foundations of Literacy standards or indicators at this grade level.*



## Applications of Reading (AOR)

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

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.

ELA.7.AOR.1.2 Analyze how figurative language impacts mood, tone, and meaning.

**Indicator Insight:**

ELA.7.AOR.1.1 *Descriptive details* refer to sensory details (i.e., the way something looks, smells, tastes, sounds, and/or feels).

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

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).

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.

**Indicator Insight:** none

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

ELA.7.AOR.3.1

- Explain the influence of a narrator(s), including an unreliable narrator(s), and/or narrative shifts in point of view; and
- analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.

**Indicator Insight:**

ELA.7.AOR.3.1 *Perspective* leads to *irony* in English 1.

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

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.

**Indicator Insight:**

ELA.7.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

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

ELA.7.AOR.5.1 Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.

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.

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.

**Indicator Insights:**

ELA.7.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

ELA.7.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.7.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

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:

- 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;
- use background or prior knowledge to determine or clarify the meanings of words; and
- consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.

**Indicator Insight:** none

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

ELA.7.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;
- determine the relationship between words; and
- distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

**Indicator Insight:**

Refer to ELA.7.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

See previous grade levels for more information about *word relationships*.

**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.**

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.

**Indicator Insight:**

ELA.7.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

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

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.

**Indicator Insight:** none

## Research(R)

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

- ELA.7.R.1.1                Conduct short and more sustained research by:
- a. generating a question(s) about a topic; and
  - b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.
- ELA.7.R.1.2                Determine the credibility of one or more sources consulted and use the most credible source(s).
- ELA.7.R.1.3                Determine which source(s) and/or information is relevant to the topic.
- ELA.7.R.1.4                Logically organize findings.
- ELA.7.R.1.5                Cite sources to avoid plagiarism.

### **Indicator Insights:**

ELA.7.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.7.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.7.C.1.1 Write arguments to support a claim with clear reasons and relevant evidence. When writing:
- introduce a claim and organize the reasons and evidence clearly;
  - support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);
  - acknowledge a counterclaim;
  - use an organizational structure appropriate to the purpose and task;
  - use transitions to clarify the relationships between claims and reasons;
  - provide a concluding statement or section that supports the argument presented.

#### **Indicator Insight:**

ELA.7.C.1.1 Refer to ELA.7.AOR.5.3 for insight into how and when students trace the development of arguments.

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

- ELA.7.C.2.1 Write informative texts to examine a topic and analyze information from one or more sources. When writing:
- introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;
  - develop the topic with relevant facts, definitions, details, and/or quotes;
  - use appropriate 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.

#### **Indicator Insight:**

ELA.7.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

*Thoughtful elaboration* is the original thinking and voice of the writer.

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

- 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:

- 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.

**Indicator Insights:**

ELA.7.C.3.1c *Time shifts* refers to temporal shifts (see first, second, and third grades, ELA.C.3.1).

ELA.7.C.3.1c *Plot structure* development involves students' application of the terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

**ELA.C.4:**

**Demonstrate command of standard English grammar and conventions when writing.**

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 structure. When writing:

- 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.

**Indicator Insights:**

ELA.7.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

Decisions regarding conventions can be intentional; for example, using a sentence fragment for rhetorical effect is acceptable.

**ELA.C.5:**

**Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.**

ELA.7.C.5.1

Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.

**Indicator Insight:** none

**ELA.C.6:** **Write independently and legibly for a variety of tasks and purposes.**  
ELA.7.C.6.1 *This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

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

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:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences;
- convey a clear perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate digital tools for the task, purpose, and audience.

**Indicator Insight:** none

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

ELA.7.C.8.1 Participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue.

**Indicator Insight:**

ELA.7.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.7.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- determine the effectiveness of a speaker's argument and specific claims, evaluating the relevance of the evidence; and
- analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.

**Indicator Insight:** none

## **Eighth Grade ELA Standards**

*“Once children learn how to learn, nothing is going to narrow their minds. The essence of teaching is to make learning contagious, to have one idea spark another.”*

Marva Collins

Students entering eighth grade continue to develop critical thinking skills, problem-solving skills, and creativity. Eighth-grade students should be reading a variety of rich and challenging texts, closely, proficiently, and independently. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, eighth graders are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination of literary text structure, eighth-grade students begin to examine how an author manipulates time to create mystery and suspense. Eighth graders move from examining an author’s use of rhetorical appeals into analyzing how an author uses rhetoric in texts.

Eighth-grade students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Text types should include short novels, chapter books, contemporary fiction, science fiction, and historical fiction. In addition to literary texts, instruction in eighth grade should include expository, persuasive, and informational texts that can include, but are not limited to, historical documents, news articles, speeches, personal essays, memoirs, autobiographical and biographical sketches, speeches, advertisements, primary and secondary sources, reviews, and schedules. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, eighth-grade students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In informational/expository writing, eighth graders examine multiple sources of information while using their research skills to select only those that are credible and relevant to the topic they are presenting. Eighth-grade students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also begin to explore and practice other types of college and career-ready writing such as professional emails, personal letters, public service announcements, and editorials. Lastly, students in eighth grade participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

\* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.



## Overarching Expectations (OE)

<b><u>ELA.8.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.8.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.8.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.8.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.8.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.8.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

*There are no Foundations of Literacy standards or indicators at this grade level.*

## Applications of Reading (AOR)

<b><u>ELA.AOR.1:</u></b>	<b><u>Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.</u></b>
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ELA.8.AOR.1.1	Analyze how key elements contribute to the meaning of the text as a whole.
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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.
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<b>Indicator Insight:</b>
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<u>ELA.8.AOR.1.1</u> <i>Key elements</i> can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.
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<b><u>ELA.AOR.2:</u></b>	<b><u>Evaluate and critique the development of themes and central ideas within and across texts.</u></b>
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ELA.8.AOR.2.1	Analyze how key details contribute to the development of two or more themes within and across literary texts.
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ELA.8.AOR.2.2	Analyze how supporting details contribute to the development of two or more central ideas within and across informational texts.
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<b>Indicator Insights:</b>
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<u>ELA.8.AOR.2.1</u> <i>Within and across texts</i> can refer to one or more texts.
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<u>ELA.8.AOR.2.2</u> <i>Within and across texts</i> can refer to one or more texts.
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<b><u>ELA.AOR.3:</u></b>	<b><u>Evaluate how an author's choice of point of view or perspective shapes style and meaning within and across literary texts.</u></b>
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ELA.8.AOR.3.1	Analyze how points of view and/or perspectives create effects to include suspense and dramatic irony.
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<b>Indicator Insight:</b> none
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<b><u>ELA.AOR.4:</u></b>	<b><u>Evaluate and critique how an author's perspective and purpose shape style and meaning within and across informational texts.</u></b>
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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.
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<b>Indicator Insight:</b>
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<u>ELA.8.AOR.4.1</u> Refer to the <i>Rhetoric Support Document</i> for rhetoric support.
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**ELA.AOR.5:**            **Evaluate and critique how an author uses words, phrases, and text structures to craft text.**

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.

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.

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.

**Indicator Insights:**

ELA.8.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

ELA.8.AOR.6.1        Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.8.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

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:

- 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.

**Indicator Insight:** none

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

- ELA.8.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
- interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;
  - determine the relationship between particular words to better understand each of the words; and
  - distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

**Indicator Insights:**

ELA.8.AOR.8.1 Refer to ELA.8.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

See previous grade levels for more information about *word relationships*.

**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.**

- 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.

**Indicator Insight:**

ELA.8.AOR.9.1 Support for *Greek and Latin roots* can be found in the *Vocabulary Support Document*.

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

- 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.

**Indicator Insight:** none

## Research(R)

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

- ELA.8.R.1.1                Conduct short and more sustained research by:
- a. generating and answering a research question(s) about a topic; and
  - b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.
- 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.
- ELA.8.R.1.3                Analyze findings to determine relevance to the topic.
- ELA.8.R.1.4                Logically organize findings as relevant to the purpose.
- ELA.8.R.1.5                Cite sources to avoid plagiarism.

### **Indicator Insights:**

ELA.8.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.8.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.8.C.1.1 Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:
- 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.

#### **Indicator Insight:**

ELA.8.C.1.1 Refer to ELA.8.AOR.5.3 for insight into how and when students analyze arguments.

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

- ELA.8.C.2.1 Write informative texts to examine a topic and analyze information from multiple sources. When writing:
- 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.

#### **Indicator Insights:**

ELA.8.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

*Thoughtful elaboration* is the original thinking and voice of the writer.

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

- 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:
- 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.

**Indicator Insight:**

ELA.8.C.3.1c *Plot structure* development involves students' application of terms exposition, rising action, climax, falling action, and conclusion rather than recall of definitions.

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

- 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:
- 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);
  - 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.

**Indicator Insight:**

ELA.8.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

ELA.8.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and cohesiveness.

**Indicator Insight:** none

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

ELA.8.C.6.1 *This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

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

ELA.8.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:

- 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.

**Indicator Insight:** none

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

ELA.8.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas.
- b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

**Indicator Insight:**

ELA.8.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.8.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- a. determine the effectiveness of a speaker's argument and specific claims, evaluating the speaker's 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.

<b>Indicator Insight:</b> none
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## English 1 Standards

*“Learning is not attained by chance; it must be sought for with ardor and diligence.”*  
Abigail Adams

Students entering English 1 are further developing critical thinking skills, problem-solving skills, and creativity. English 1 students should be closely reading a variety of rich and challenging texts while demonstrating the ability to analyze the techniques writers use within print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 1 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination of author’s craft, English 1 students analyze how an author’s rhetoric contributes to the effectiveness of a text. Students in English 1 are introduced to an author’s use of allusion, universal theme, and situational and dramatic irony.

English 1 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures and time periods. Literary text types should include historical fiction, contemporary fiction, myths, epics, monologues, short stories, novels, and graphic novels. English 1 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches, news articles, journals, reviews, persuasive brochures and advertisements, directions, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 1 students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In all modes of writing, English 1 students focus on a tone and style that is appropriate for their audience. English 1 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, professional emails, personal letters, public service announcements, editorials, and other forms of academic material on various online platforms. Lastly, students in English 1 participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

\* The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

## Overarching Expectations (OE)

<b><u>ELA.E1.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.E1.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.E1.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.E1.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.E1.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.E1.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

*There are no Foundations of Literacy standards or indicators at this grade level.*

## Applications of Reading (AOR)

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

ELA.E1.AOR.1.1 Analyze how perspective, context, and/or key elements deepen meaning or enhance style.

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.

#### **Indicator Insights:**

ELA.E1.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

See glossary for insight on *context*, *perspective*, and *style*.

ELA.E1.AOR.1.2 In grade eight, students explained the use of symbolism. In English 1, *allusion* becomes part of figurative language.

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

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.

ELA.E1.AOR.2.2 Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.

#### **Indicator Insight:**

ELA.E1.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

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

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).

**Indicator Insight:** none

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

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.

#### **Indicator Insight:**

ELA.E1.AOR.4.1 Refer to the *rhetoric Support Document* for rhetoric support.

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

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.

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.

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.

**Indicator Insights:**

ELA.E1.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

ELA.E1.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.E1.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

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:

- 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;
- use background or prior knowledge to determine or clarify the meanings of words; and
- consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

**Indicator Insight:** none

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

ELA.E1.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- interpret figures of speech (e.g., pun) in context and analyze how they function within a text;
- 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).

**Indicator Insights:**

ELA.E1.AOR.8.1 Refer to the glossary for more information on *figurative language*.

Refer to ELA.E1.AOR.1.2 for the types of *figurative language* students are expected to know at this grade level.

**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.**

ELA.E1.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

**Indicator Insight:**

ELA.E1.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

**ELA.AOR.10:**

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

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.

**Indicator Insight:** none

## Research(R)

<b>ELA.R.1:</b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
ELA.E1.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and audience.
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.
ELA.E1.R.1.3	Analyze findings to determine relevance to the topic and purpose of inquiry.
ELA.E1.R.1.4	Logically organize findings as relevant to the purpose.
ELA.E1.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

### **Indicator Insights:**

ELA.E1.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E1.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.E1.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:
- 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;
  - 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;
  - link the major sections of the text cohesively;
  - establish a tone and style appropriate to the purpose; and
  - provide a concluding statement or section that supports the argument presented.

#### **Indicator Insight:**

ELA.E1.C.1.1 Refer to ELA.E1.AOR.5.3 for insight into how and when students evaluate multiple arguments.

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

- 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:
- introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
  - develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
  - use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
  - use precise language and vocabulary appropriate to the complexity of the topic;
  - use a tone and style appropriate to the task and audience; and
  - provide a concluding statement or section that supports the information presented.

#### **Indicator Insights:**

ELA.E1.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

The word *sufficient* appears in OE.3 but is introduced within an indicator at this grade level; *sufficient* is synonymous with enough or adequate for the task.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.



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

- 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:
- 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, establishing a clear point of view, and introducing a narrator and/or characters;
  - develop a clear progression of experiences or events;
  - use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
  - use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and
  - provide an ending that connects to the intended purpose of the writing.

**Indicator Insight:** none

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

- 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:
- apply knowledge of rules for capitalization;
  - 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;
  - select and use verbs with appropriate mood and tone;
  - use appropriate parallel structure in words, phrases, and clauses;
  - apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
  - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**Indicator Insight:**

ELA.E1.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

- ELA.E1.C.5.1 Improve writing by planning, editing, and considering feedback from adults and peers and revising to improve clarity and cohesiveness.

**Indicator Insight:** none

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

ELA.E1.C.6.1 *This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

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

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:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);
- convey a clear perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate online platforms to export multimedia texts for publication.

**Indicator Insight:** none

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

ELA.E1.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

**Indicator Insight:**

ELA.E1.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.E1.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence;
- 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
- analyze the purpose of the information being presented, identifying the possible biases of the speaker.

**Indicator Insight:** none

## English 2 Standards

*"I am not a teacher, but an awakener."*

Robert Frost

Students entering English 2 are refining critical thinking skills, problem-solving skills, and creativity. English 2 students should be closely reading rich and challenging texts and should also be able to demonstrate the ability to analyze the structure of and techniques used within various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 2 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination and analysis of texts, students in English 2 analyze how an author's choice to structure literary text create effects such as surprise. English 2 students also analyze how an author creates sarcasm and are introduced to verbal irony. While English 2 students continue to read a variety of informational texts, they pay particular attention to historical speeches and essays.

English 2 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, epics, monologues, short stories, novels, and graphic novels. English 2 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches and essays, news articles, journals, reviews, persuasive brochures and advertisements, directions, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 2 students refine their written and oral communication skills to communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. In narrative writing, English 2 students begin to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 2 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, and other forms of academic material on various online platforms. Additionally, students may begin practicing speaking for professional settings and within college or career environments. Lastly, students in English 2 participate in academic discussions and communicate appropriately to a variety of audiences while considering new ideas and diverse perspectives of others.

\*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

## Overarching Expectations (OE)

<b><u>ELA.E2.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.E2.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.E2.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.E2.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.E2.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.E2.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

*There are no Foundations of Literacy standards or indicators at this grade level.*

## Applications of Reading (AOR)

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

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.

ELA.E2.AOR.1.2 Analyze an author's use of figurative language in a text(s); explain an author's use of allegory.

### **Indicator Insights:**

ELA.E2.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

*Within and across texts* can refer to one or more texts.

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

ELA.E2.AOR.2.1 Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.

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.

### **Indicator Insights:**

ELA.E2.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E2.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

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

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).

**Indicator Insight:** none

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

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.

### **Indicator Insight:**

ELA.E2.AOR.4.1 Refer to the *Rhetoric Support Document* for *rhetoric* support.

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

- 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.
- 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.
- 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.

**Indicator Insights:**

ELA.E2.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

- ELA.E2.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.E2.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

- 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:
- 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;
  - use background or prior knowledge to determine or clarify the meanings of words; and
  - consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

**Indicator Insight:** none

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

- ELA.E2.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
- interpret figures of speech (e.g., hyperbole) in context and analyze how they function within a text;
  - 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).

**Indicator Insight:**

ELA.E2.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

**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.**

ELA.E2.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

**Indicator Insight:**

ELA.E2.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

**ELA.AOR.10:**

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

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.

**Indicator Insight:** none

## Research(R)

<b>ELA.R.1:</b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
ELA.E2.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. answering a self-generated question(s) about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
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.
ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and audience.
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

### **Indicator Insights:**

ELA.E2.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E2.R.1.5 Refer to OE.5 for more information about citing sources.



## Written and Oral Communications (C)

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

- ELA.E2.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:
- 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;
  - acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;
  - link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;
  - establish a tone and style appropriate to the purpose and audience; and
  - provide a concluding statement or section that supports the argument presented.

#### **Indicator Insight:**

ELA.E2.C.1.1 Refer to ELA.E2.AOR.5.3 for insight into how and when students evaluate multiple arguments.

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

- 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:
- introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
  - develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, data, and/or other information appropriate for the audience;
  - use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
  - use precise language and vocabulary appropriate to the complexity of the topic;
  - establish and maintain a style and objective tone appropriate to the task and purpose; and
  - provide a concluding statement or section that supports the information presented.

#### **Indicator Insights:**

ELA.E2.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.

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

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:

- 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;
- 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.

**Indicator Insight:**

ELA.E2.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

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

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:

- 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;
- 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.

**Indicator Insight:**

ELA.E2.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

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.

**Indicator Insight:** none

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

ELA.E2.C.6.1 *This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

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

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:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing, intonation);
- convey a clear perspective with clear reasoning and credible evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- select and use appropriate online platforms to export multimedia texts for publication and to enhance communication and add interest.

**Indicator Insight:** none

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

ELA.E2.C.8.1 Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts:

- ask relevant questions to build on and clarify ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

**Indicator Insight:**

ELA.E2.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

**ELA.C.9:**

**Evaluate and critique ideas and concepts interactively through listening and speaking.**

ELA.E2.C.9.1

Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- a. 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;
- b. analyze the effectiveness and validity of the information and supporting evidence being presented; and
- c. analyze the speaker's motives while identifying any logical fallacies and biases that may be present.

<b>Indicator Insight:</b> none
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## English 3 Standards

*“The mind once enlightened cannot again become dark.” Thomas Paine*

Students entering English 3 are demonstrating and refining critical thinking skills and problem-solving skills. English 3 students should be proficient readers, writers, and communicators. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 3 students are expected to demonstrate proficiency of the grade-level indicators with independence. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

As part of their close examination of text, English 3 students begin to evaluate the effectiveness of an author’s craft. Students in English 3 evaluate the effectiveness of an author’s reasoning, rhetoric, and use of information in informational texts, while also evaluating how an author can make a text more effective. In literary texts, students are introduced to satire and evaluate author’s craft across multiple texts.

English 3 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, allegories, parodies, monologues, short stories, novels, and graphic novels. English 3 students should also read expository, persuasive, and informational texts that can include, but are not limited to, research reports, political and social essays, historical speeches and essays, news articles, journals, reviews, government documents, instruction manuals, editorials, and biographical and autobiographical sketches. Students should also examine documentaries, commercials, podcasts, visual performances, infographics, and other forms of multimedia texts.

Throughout the year, English 3 students refine their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. To prepare for college and career readiness, students write resumes, cover letters, and college application essays. In narrative writing, English 3 students continue to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 3 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may also examine and practice other types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, college essays, annotated bibliographies, and other forms of academic material on various online platforms. Additionally, students may practice speaking professionally, such as in preparation for interviews and within college or career environments. English 3 students conduct shorter and more sustained research to answer questions or solve problems, such as available college and career opportunities.

\*The Vertical Progression of Spiraled Standards for Applications of Reading, Research, and Written and Oral Communications strands are in Appendix B.

## Overarching Expectations (OE)

<b><u>ELA.E3.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.E3.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.E3.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.E3.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.E3.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.E3.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy (F)

*There are no Foundations of Literacy standards or indicators at this grade level.*

## Applications of Reading (AOR)

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

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.

ELA.E3.AOR.1.2 Evaluate an author's use of figurative language within and across texts.

**Indicator Insights:**

ELA.E3.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

ELA.E3.AOR.1.2 English 3 advances from analyzing (in English 2) to evaluating an author's use and the impact of *figurative language*. Refer to the glossary for more information.

*Within and across texts* can refer to one or more texts.

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

ELA.E3.AOR.2.1 Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.

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.

**Indicator Insights:**

ELA.E3.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E3.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

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

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).

**Indicator Insight:** none

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

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.

**Indicator Insight:**

ELA.E3.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

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

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.

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.

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.

**Indicator Insights:**

ELA.E3.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

ELA.E3.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.E3.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

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:

- 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.

**Indicator Insight:** none

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

ELA.E3.AOR.8.1 Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:

- a. interpret figures of speech (e.g., understatement) in context and analyze how they function within a text;
- b. analyze nuances in the meanings of words with similar denotation; and



- c. analyze the impact of specific word choices on meaning and tone (e.g., how the language of a government document differs from that of a newspaper).

**Indicator Insight:**

ELA.E3.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

**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.**

ELA.E3.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

**Indicator Insight:**

ELA.E3.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

**ELA.AOR.10:**

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

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.

**Indicator Insight:** none

## Research(R)

<b><u>ELA.R.1:</u></b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
ELA.E3.R.1.1	Conduct short and more sustained research to answer questions or solve a problem(s) by: a. answering self-generated questions about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
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.
ELA.E3.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E3.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E3.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

### **Indicator Insights:**

ELA.E3.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E3.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.E3.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:
- 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 by using the most relevant evidence for each and by identifying the strengths and limitations of both;
  - 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.

#### **Indicator Insight:**

ELA.E3.C.1.1 Refer to ELA.E3.AOR.5.3 for insight into how and when students evaluate multiple arguments.

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

- ELA.E3.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
- introduce a topic and organize complex concepts and information;
  - 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;
  - use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
  - use precise language and vocabulary appropriate to the complexity of the topic;
  - establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
  - provide a concluding statement or section that supports the information presented.

#### **Indicator Insights:**

ELA.E3.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.

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

- 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:
- 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;
  - develop a clear progression of experiences or events;
  - use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;
  - use precise words and phrases, details, and figurative 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.

**Indicator Insight:**

ELA.E3.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

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

- 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:
- apply knowledge of rules for capitalization and punctuation;
  - apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
  - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**Indicator Insight:**

ELA.E3.C.4.1. Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

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.

**Indicator Insight:** none

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

ELA.E3.C.6.1 *This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

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

ELA.E3.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:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);
- convey a perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- create, share, and/or publish multimedia texts through a range of formats for publication.

**Indicator Insight:** none

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

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:

- 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
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

**Indicator Insight:**

ELA.E3.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.E3.C.9.1 Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation:

- a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience;
- b. evaluate the effectiveness and validity of the information and supporting evidence being presented; and
- c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.

<b>Indicator Insight:</b> none
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## English 4 Standards

*“A good head and a good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special.”*

Nelson Mandela

Students entering English 4 are demonstrating critical thinking skills, problem-solving skills, and creativity. English 4 students should be efficient readers, writers, and communicators, and should communicate through a variety of modes to analyze, evaluate, and critique the structure, tone, and techniques of various types of print and multimedia texts. As in previous grades, educators should continue to offer appropriate guidance and support to students as needed; however, by the end of the school year, English 4 students are expected to demonstrate proficiency of the overarching ELA standards and be college or career ready. Examples of guidance and support might include, but are not limited to, one-on-one instruction, small group instruction, reteaching, prompting, and differentiated instruction.

English 4 students must be able to use a myriad of writing skills and techniques to communicate with a variety of audiences. Students in English 4 must also have refined research skills to prepare them for the various demands of college and/or career. English 4 students should be able to evaluate and critique the validity and credibility of a variety of print and multimedia texts, and appropriately participate in group discussions. English 4 students should be provided with multiple opportunities speaking and presenting information to groups and individuals.

English 4 students read a variety of fiction, literary nonfiction, poetry, and drama from across cultures, places, and time periods. Literary text types should include historical fiction, contemporary fiction, myths, allegories, parodies, monologues, short stories, novels, and graphic novels. Students in English 4 should also read expository, persuasive, and informational texts that can include, but are not limited to historical and government documents, research reports, historical and political essays, scientific essays, literary analyses, news articles, speeches, reviews, contracts, and business forms. Students may also examine documentaries, podcasts, commercials, infographics, visual performances, and other forms of multimedia texts.

Throughout the year, English 4 students refine their written and oral communication skills to express ideas clearly and appropriately as they communicate to a variety of audiences. Students write shorter and longer narratives, arguments, and informational texts. To prepare for college and career readiness, students write resumes, cover letters, and college application essays. In narrative writing, English 4 students continue to incorporate the narrative mode within other modes of writing to introduce an idea and/or support a claim. English 4 students continue writing summary paragraphs, multi-paragraph essays, text-dependent writing, and creative pieces. As appropriate, students may practice or continue to develop various types of college and career-ready writing such as, but not limited to, applications, cover letters, resumes, personal statements, college essays, annotated bibliographies, and other forms of academic material on online platforms. Additionally, students may practice speaking professionally, such as for interviews and within college or career environments. Students in English 4 conduct shorter and more sustained research to answer questions or solve problems, such as available college and career opportunities.

## Overarching Expectations (OE)

<b><u>ELA.E4.OE.1</u></b>	Read and write for a variety of purposes, including academic and personal, for extended periods of time.
<b><u>ELA.E4.OE.2</u></b>	Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts.
<b><u>ELA.E4.OE.3</u></b>	Make inferences to support comprehension.
<b><u>ELA.E4.OE.4</u></b>	Collaborate with others and use active listening skills.
<b><u>ELA.E4.OE.5</u></b>	Cite evidence to explain and justify reasoning.
<b><u>ELA.E4.OE.6</u></b>	Create quality work by adhering to an accepted format.

**Indicator Insight:** The Overarching Expectations for ELA are those skills that should be embedded in each of the grade-level indicators throughout instruction.

## Foundations of Literacy(F)

*There are no Foundations of Literacy standards or indicators at this grade level.*



## Applications of Reading (AOR)

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

- 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.
- ELA.E4.AOR.1.2 Evaluate and critique an author's use of figurative language within and across text(s).

#### **Indicator Insights:**

ELA.E4.AOR.1.1 *Key elements* can include: setting, character (development, relationships, actions, responses), plot structure (exposition, rising action, climax, falling action, and resolution) conflict, descriptive details, specific events, and/or dialogue.

*Within and across texts* can refer to one or more texts.

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

- ELA.E4.AOR.2.1 Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
- 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.

#### **Indicator Insights:**

ELA.E4.AOR.2.1 A *universal theme* is an idea that applies to anyone, anywhere, regardless of time period, place, or culture (e.g., the conflict between humans and technology, the impact of the past on the present). *Universal themes* connect ideas across time and place.

ELA.E4.AOR.2.2 Instruction is not limited to only historical speeches and essays; previous indicators allow room for different types of informational text.

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

- 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.

**Indicator Insight:** none

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

- 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.

#### **Indicator Insight:**

ELA.E4.AOR.4.1 Refer to the *Rhetoric Support Document* for rhetoric support.

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

- 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.
- 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.
- 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.

**Indicator Insights:**

ELA.E4.AOR.5.3 Refer to the *Rhetoric Support Document* for support.

The *types of reasoning* are inductive, deductive, and causal.

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

- ELA.E4.AOR.6.1 Summarize and/or paraphrase content from grade-level text to enhance comprehension.

**Indicator Insight:**

ELA.E4.AOR.6.1 This indicator is intended to be used as a support for the other Applications of Reading grade-level indicators and for the Communication and Research indicators, as applicable.

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

- 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:
- 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;
  - use background or prior knowledge to determine or clarify the meanings of words; and
  - consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

**Indicator Insight:** none

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

- ELA.E4.AOR.8.1 Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts:
- interpret figures of speech (e.g., irony) in context and analyze how they function within a text;
  - 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).

**Indicator Insight:**

ELA.E4.AOR.8.1 Refer to the glossary for more information including specific types of *figurative language* students are expected to know.

**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.**

ELA.E4.AOR.9.1 Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.

**Indicator Insight:**

ELA.E4.AOR.9.1 Support for *etymology* can be found in the *Vocabulary Support Document*.

**ELA.AOR.10:**

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

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.

**Indicator Insight:** none

## Research(R)

<b><u>ELA.R.1:</u></b>	<b><u>Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</u></b>
ELA.E4.R.1.1	Conduct short and more sustained research to answer questions or solve problems by: a. answering self-generated questions about a topic(s) while using a variety of sources; and b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.
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.
ELA.E4.R.1.3	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E4.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E4.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.

### **Indicator Insights:**

ELA.E4.R.1.1 While the indicator requires that students consult a variety of sources, there is no requirement to use every source consulted.

A researching skill is discernment, which is the ability to decipher relevant information, recognize bias, and determine the credibility of sources.

Refer to the *Research Support Document* for research support.

ELA.E4.R.1.5 Refer to OE.5 for more information about citing sources.

## Written and Oral Communications (C)

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

- ELA.E4.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:
- 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.

#### **Indicator Insight:**

ELA.E4.C.1.1 Refer to ELA.E4.AOR.5.3 for insight into how and when students evaluate and critique multiple arguments.

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

- ELA.E4.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:
- introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;
  - 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;
  - use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
  - use precise language and vocabulary appropriate to the complexity of the topic;
  - establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
  - provide a concluding statement or section that supports the information presented.

#### **Indicator Insights:**

ELA.E4.C.2.1 Informative texts can include but are not limited to: essays, brochures, pamphlets, projects, and infographics.

Students are expected to continue to include *thoughtful elaboration* in writing as well as *vocabulary appropriate to the complexity of the topic*.

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

- 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:
- 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.

**Indicator Insight:**

ELA.E4.C.3.1 *Narratives within other modes of writing* refers to the inclusion of a narrative excerpt or anecdote in other forms of writing (e.g., argument, informative, etc.).

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

- 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:
- apply knowledge of rules for capitalization and punctuation;
  - apply knowledge of usage to revise sentence fragments and run-on sentences; and
  - use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

**Indicator Insight:**

ELA.E4.C.4.1 Refer to the *Grammar and Conventions Matrix Support Document* for insight.

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

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.

**Indicator Insight:** none

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

ELA.E4.C.6.1 *This standard is not directly addressed after fifth grade.*

**Indicator Insight:** none

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

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:

- demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, pacing);
- convey a perspective with clear reasoning and valid evidence;
- include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and
- create, share, and/or publish multimedia texts through a range of formats for publication.

**Indicator Insight:** none

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

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:

- 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
- consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

**Indicator Insight:**

ELAE4.C.8.1 This indicator is intended to be used as a support for all other indicators. Speaking and collaborating with peers and adults is an overarching expectation of ELA at every grade level, as mentioned in OE.4.

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

ELA.E4.C.9.1 Using multimedia, a live presentation, and/or a printed transcript of a presentation:

- 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;

- b. evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and
- c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.

<b>Indicator Insight:</b> none
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## Appendix A: Foundations of Literacy Standards, Grade Band Articulation

### Foundations of Literacy (F)

Standard ELA.F.1: Demonstrate early phonological awareness to basic phonemic awareness in spoken words.			
Code	Kindergarten	First Grade	Second Grade
ELA.F.1.1	Count the number of words in a spoken sentence.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.1.2	Recognize alliterative spoken words.	Produce alliterative spoken words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.3	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.	Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words.	<i>There is not an indicator for second grade.</i>
ELA.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.	Delete and add a syllable within a spoken word including compound words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.5	Blend and segment onsets and rimes of single syllable spoken words.	Blend and segment onsets and rimes of multisyllabic words.	<i>There is not an indicator for second grade.</i>
ELA.F.1.6	Orally identify initial, medial, and final phonemes in two- and three-phoneme (i.e., VC and CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.1.7	Delete, add, and substitute the initial or final phonemes of a spoken CVC word.	Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes and say the resulting word.	Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.

## Foundations of Literacy (F)

<b>Standard ELA.F.2:</b> Demonstrate knowledge of the organization and basic concepts of print.			

<b>Code</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
ELA.F.2.1	Locate a book's front cover, back cover, title page, and where to begin reading.	Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s).	<i>There is not an indicator for second grade.</i>
ELA.F.2.2	Demonstrate one-to-one correspondence by pointing to words, noting that there are spaces between words.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.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.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.2.4	Identify the beginning and end of a sentence by locating the capital letter and end punctuation.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.2.5	Identify letters and words within sentences.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>

## Foundations of Literacy (F)

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

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

Code	Kindergarten	First Grade	Second Grade
		teams, and consonant-le), including compound words that fit multiple syllable types. * *With prompting and support	
ELA.F.3.5	Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text.	<i>There is not an indicator for first grade.</i>	<i>There is not an indicator for second grade.</i>
ELA.F.3.6	Delete, add, and substitute the initial, medial, and final letters in CVC words to build or make new words.	Delete, add, and substitute the initial, medial, and final letters in words to build or make new words.	Delete, add, and substitute the initial, medial, and final letter combinations in words to build or make new multisyllabic words.
ELA.F.3.7	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	Read a two-syllable word by breaking the word into syllables.	Use knowledge of how syllables work to read multisyllabic words.
ELA.F.3.8	Decode and encode words using: a. VC; b. CV; c. CVC; d. consonant digraphs (i.e., ch, sh, th, wh); and e. combination (i.e., qu).	Decode and encode words using: 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);* 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);	Decode and encode multisyllabic words using: 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;

Code	Kindergarten	First Grade	Second Grade
		<ul style="list-style-type: none"> <li>i. contractions with am, is, has, and not;</li> <li>j. hard and soft sounds of c and g (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y) *;</li> <li>k. vowel y in the final position of one- and two-syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound (e.g., fly-my; baby-happy, myth-gym) *;</li> <li>l. words that follow the -ild, -ost, -old, -olt, and -ind patterns (e.g., mild, host, fold, jolt, kind);</li> <li>m. silent letter combinations (e.g., kn, wr, mb, gh, gn) *;</li> <li>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</li> <li>o. words with final /v/ sound, using</li> </ul>	<ul style="list-style-type: none"> <li>au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay);</li> <li>g. vowel-r combinations (i.e., ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur);</li> <li>h. common inflectional endings that may change the base word (e.g., -ed, -ing, -s, -es);</li> <li>i. words with a after w read /ä/ and a before l read /â/ (e.g., wash, water, wasp; tall, all, talk, small, fall);</li> <li>j. words with the hard and soft sounds of c and g, in context and in isolation. (c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y);</li> <li>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);</li> <li>l. words with silent letter combinations.</li> </ul>

<b>Code</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
		<p>knowledge that no English word ends with a v. (e.g., have, give, save).</p> <p>*With prompting and support</p>	<p>(e.g., kn, wr, gn, mb, gh); and</p> <p>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>

## Foundations of Literacy (F)

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

Code	Kindergarten	First Grade	Second Grade
ELA.F.4.1	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.	Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity.
ELA.F.4.2	Read texts orally with accuracy and expression.	Read texts orally with accuracy, appropriate rate, and expression.	Read texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.F.4.3	Read texts by: 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.	Read texts by: 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.	Read texts by: 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.

<b>Code</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
ELA.F.4.1	<i>There is not an indicator for third grade.</i>	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>
ELA.F.4.2	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.	Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.
ELA.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 e. using context and visuals from the text to support monitoring and self-correcting.	<i>There is not an indicator for fourth grade.</i>	<i>There is not an indicator for fifth grade.</i>



## Appendix B: Vertical Progression of Spiraled Standards

The Vertical Progression of Spiraled Standards provides educators with a framework to assist with vertical planning and to enable scaffolds for students who may need extra support. The vertical progressions are presented in tables to reflect the process of “begin with the end in mind,” meaning each table begins with the overarching standard (the goal for students when they graduate high school) and then back maps from English 4 to kindergarten, allowing educators to focus on learning goals throughout a student’s K-12 education. This presentation also allows educators to quickly view the progression in skills and language, including when key terms are introduced. Key terms are presented in bold as they are introduced into the language of the grade-level indicators.

### Applications of Reading (AOR)

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

Code	Literary Elements
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.
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.
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.
ELA.E1.AOR.1.1	Analyze how <b>perspective</b> , <b>context</b> , and/or key elements deepen meaning or enhance <b>style</b> .
ELA.8.AOR.1.1	Analyze how <b>key elements</b> contribute to the meaning of the text as a whole.
ELA.7.AOR.1.1	Analyze how lines of <b>dialogue</b> , specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
ELA.6.AOR.1.1	Analyze how <b>specific events</b> and <b>descriptive details</b> develop the plot, reveal aspects of the characters, and/or create <b>meaning</b> .
ELA.5.AOR.1.1	Analyze how setting, characters, and conflict <b>impact</b> plot development.
ELA.4.AOR.1.1	Explain how setting and <b>conflict</b> cause characters to change and how conflict(s) contributes to plot development.
ELA.3.AOR.1.1	Explain how one or more characters develop throughout the plot.
ELA.2.AOR.1.1	Describe the main story elements and <b>sequence</b> the important events.
ELA.1.AOR.1.1	Identify and describe the <b>main story elements</b> , such as character(s), setting, and events that move the plot forward.
ELA.K.AOR.1.1	Identify and describe the <b>main character(s)</b> , <b>setting</b> , and <b>events</b> that move the <b>plot</b> forward.

## Applications of Reading (AOR)

<b>ELA.AOR.1:</b> Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.
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Code	Figurative Language
ELA.E4.AOR.1.2	Evaluate and critique an author's use of figurative language within and across text(s).
ELA.E3.AOR.1.2	Evaluate an author's use of figurative language within and across texts.
ELA.E2.AOR.1.2	Analyze an author's use of figurative language in a text(s); explain an author's use of <b>allegory</b> .
ELA.E1.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of <b>allusion</b> .
ELA.8.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning in a text(s); explain an author's use of <b>symbolism</b> .
ELA.7.AOR.1.2	Analyze how figurative language impacts mood, tone, and meaning.
ELA.6.AOR.1.2	Explain how figurative language impacts <b>mood, tone</b> , and meaning.
ELA.5.AOR.1.2	Analyze how figurative language impacts meaning and contributes to the reader's experience.
ELA.4.AOR.1.2	Determine and explain how figurative language impacts <b>meaning</b> and contributes to the reader's experience.
ELA.3.AOR.1.2	Identify and explain the purpose of forms of figurative language to include <b>metaphor, hyperbole</b> , and idioms.
ELA.2.AOR.1.2	Identify and explain the purpose of forms of figurative language to include <b>similes, personification</b> , and <b>idioms</b> .
ELA.1.AOR.1.2	Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as <b>descriptive phrases</b> and words, and <b>imagery</b> .
ELA.K.AOR.1.2	Identify forms of <b>figurative language</b> to include <b>alliteration</b> and <b>onomatopoeia</b> , as well as <b>descriptive words</b> and <b>rhyme</b> in text.

## Applications of Reading (AOR)

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

Code	Theme
ELA.E4.AOR.2.1	Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E3.AOR.2.1	Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.
ELA.E2.AOR.2.1	Analyze the development of universal themes across literary texts from different <b>time periods, places, and/or cultures</b> .
ELA.E1.AOR.2.1	Determine a <b>universal theme(s)</b> and explain how key details contribute to its development over the course of a literary text.
ELA.8.AOR.2.1	Analyze how key details contribute to the development of two or more themes within and across literary texts.
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).
ELA.6.AOR.2.1	Analyze how key details contribute to the development of a theme(s) over the course of a literary text.
ELA.5.AOR.2.1	Explain the development of an explicit or implied theme over the course of a literary text.
ELA.4.AOR.2.1	Identify and explain an explicit or <b>implied theme</b> and how it is developed by key details in a literary text.
ELA.3.AOR.2.1	Identify and explain an explicit theme in a literary text and how it is developed by <b>key details</b> .
ELA.2.AOR.2.1	Identify and explain an <b>explicit theme</b> in a literary text.
ELA.1.AOR.2.1	Retell a story using main story elements and identify a <b>lesson</b> in a literary text.
ELA.K.AOR.2.1	Retell familiar stories using main <b>story elements</b> in a literary text.

## Applications of Reading (AOR)

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

Code	Central Idea
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.
ELA.E3.AOR.2.2	Analyze the development of similar central ideas across historical speeches or essays from different <b>time periods, places, and/or cultures</b> .
ELA.E2.AOR.2.2	Analyze how the author of a <b>historical speech or essay</b> uses supporting details to develop the central idea over the course of a text.
ELA.E1.AOR.2.2	Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational 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.
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.
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.
ELA.5.AOR.2.2	Explain the development of a stated or implied central idea over the course of an informational text.
ELA.4.AOR.2.2	Identify and explain a stated or <b>implied central</b> idea and how it is developed by supporting details in an informational text.
ELA.3.AOR.2.2	Determine and explain a <b>stated central idea</b> and supporting details in an informational text.
ELA.2.AOR.2.2	Identify and explain a central idea and supporting details in an informational text.
ELA.1.AOR.2.2	Identify a <b>central idea</b> and supporting details in an informational text.
ELA.K.AOR.2.2	Retell familiar texts by identifying the <b>topic</b> and <b>supporting details</b> in an informational text.

## Applications of Reading (AOR)

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

Code	Point of View and Perspective in Literary Texts
ELA.E4.AOR.3.1	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., satire, sarcasm, <b>understatement</b> , or irony) in order to understand the perspective(s); evaluate the impact of these literary devices on the content and <b>style</b> of the text.
ELA.E3.AOR.3.1	Analyze a literary text distinguishing between what is directly stated and what is intended (e.g., <b>satire</b> , sarcasm, or irony) in order to understand the perspective(s).
ELA.E2.AOR.3.1	Analyze how an author creates effects such as suspense, humor, or <b>sarcasm</b> through differences in the perspectives of the characters and the reader (e.g., situational, dramatic, or <b>verbal irony</b> ).
ELA.E1.AOR.3.1	Analyze how an author creates effects such as suspense or <b>humor</b> through differences in the perspectives of the characters and the reader (e.g., <b>situational</b> or dramatic irony).
ELA.8.AOR.3.1	Analyze how points of view and/or perspectives create effects to include suspense and <b>dramatic irony</b> .
ELA.7.AOR.3.1	a. Explain the influence of a narrator(s), including an <b>unreliable narrator(s)</b> , and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.
ELA.6.AOR.3.1	Determine and explain the impact of multiple narrators or shifts in points of view and/or perspective.
ELA.5.AOR.3.1	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.
ELA.4.AOR.3.1	a. Compare and contrast the <b>point of view</b> from which different stories are narrated, including the difference between <b>first person</b> and <b>third person</b> ; and b. explain how different characters’ perspectives impact a literary text.
ELA.3.AOR.3.1	Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.
ELA.2.AOR.3.1	Identify different <b>characters’ perspectives</b> in a literary text.
ELA.1.AOR.3.1	Identify and explain who is telling the story at various points in the story.
ELA.K.AOR.3.1	Identify and explain the roles of the <b>author</b> and the <b>illustrator</b> of a story.

## Applications of Reading (AOR)

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

Code	Perspective and Purpose in Informational Texts
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.
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.
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.
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.
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.
ELA.7.AOR.4.1	Determine an author’s perspective or purpose in a text and determine how an author uses <b>rhetoric</b> to advance that perspective or purpose.
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.
ELA.5.AOR.4.1	Compare and contrast a <b>primary account</b> and a <b>secondary account</b> of the same event or topic, while identifying how the different perspectives impact the content of the text.
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.
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 <b>author’s perspective</b> on a <b>topic</b> .
ELA.2.AOR.4.1	Identify and explain an <b>author’s purpose</b> in a text, including what the author wants to answer, explain, or describe.
ELA.1.AOR.4.1	Distinguish between information provided by <b>illustrations</b> or <b>pictures</b> and information provided by the words in a text.
ELA.K.AOR.4.1	Identify and explain the roles of the <b>author</b> and the <b>illustrator</b> in an informational text.

## Applications of Reading (AOR)

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

Code	Literary Text Structure
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.
ELA.E3.AOR.5.1	Analyze how an author uses <b>diction</b> , <b>syntax</b> , and text structure to create effects (e.g., mystery, tension, surprise) and contribute to the overall meaning in a literary text.
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 <b>surprise</b> .
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.
ELA.8.AOR.5.1	Determine and explain how an author's choices in structuring a text, including the <b>manipulation of time</b> (e.g., <b>flashback</b> and <b>foreshadowing</b> ), create effects such as <b>mystery</b> or <b>suspense</b> .
ELA.7.AOR.5.1	Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its <b>meaning</b> .
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 <b>theme</b> , <b>setting</b> , or <b>plot</b> .
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.
ELA.4.AOR.5.1	Compare and contrast the structural elements of literary texts (e.g., narratives, dramas, and poems).
ELA.3.AOR.5.1	Explain how sections of literary text (e.g., <b>paragraphs</b> , <b>chapters</b> , <b>scenes</b> , and <b>stanzas</b> ) build on one another and contribute to the overall structure.
ELA.2.AOR.5.1	Describe the basic <b>structure</b> of a literary text (e.g., narrative, drama, and poem).
ELA.1.AOR.5.1	Identify and explain the differences between texts that tell stories and texts that provide information.
ELA.K.AOR.5.1	Identify and describe the <b>basic characteristics</b> of literary text to include <b>narrative</b> , <b>drama</b> , and <b>poetry</b> .

## Applications of Reading (AOR)

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

Code	Informational Text Features and Structures
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.
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.
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.
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.
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.
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 <b>author's purpose</b> in an informational text.
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.
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.
ELA.4.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the <b>text structures of problem and solution, chronological, and/or compare and contrast.</b>
ELA.3.AOR.5.2	Explain how basic text features contribute to meaning in an informational text; identify the <b>text structures of description/list and/or cause and effect.</b>
ELA.2.AOR.5.2	Explain how text features contribute to <b>meaning</b> in an informational text; identify the <b>text structure of sequence.</b>
ELA.1.AOR.5.2	Use text features such as <b>captions, graphs, glossaries, tables of content, and maps</b> to locate <b>key facts</b> or information in a text.
ELA.K.AOR.5.2	Identify and use <b>text features</b> such as <b>titles, headings, subheadings, illustrations, and/or photographs</b> to predict and confirm the <b>topic</b> of informational texts.



## Applications of Reading (AOR)

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

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

## Applications of Reading (AOR)

<b>ELA.AOR.6:</b> Summarize and paraphrase text to support comprehension and understanding.
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<b>Code</b>	<b>Summarizing and Paraphrasing</b>
ELA.E4.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.E3.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.E2.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.E1.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.8.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.7.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
ELA.6.AOR.6.1	Summarize and/or paraphrase content from grade-level text to enhance comprehension.
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.
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.
ELA.3.AOR.6.1	Summarize a text to enhance comprehension: a. include <b>plot, theme, and key details</b> for a literary text; and b. include a central idea and supporting details for an informational text.
ELA.2.AOR.6.1	Retell a text to enhance comprehension: a. include main story elements in a <b>logical sequence</b> for a literary text; and b. include a central idea and supporting details for an informational text.
ELA.1.AOR.6.1	Retell a text orally and in writing to enhance comprehension: a. include <b>main story elements</b> at the beginning, middle, and end for a literary text; and b. include a <b>central idea</b> and supporting details for an informational text.
ELA.K.AOR.6.1	Retell a text orally to enhance comprehension: a. include <b>main character(s), setting, and important events</b> for a story; and b. include <b>topic and supporting details</b> for an informational text.

## Applications of Reading (AOR)

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

<b>Code</b>	<b>Determining Meaning</b>
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: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>
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: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>
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: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>
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: <ol style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ol>

Code	Determining Meaning
ELA.8.AOR.7.1	<p>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"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, <b>etymology</b>, or standard usage of words.</li> </ol>
ELA.7.AOR.7.1	<p>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"> <li>use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ol>
ELA.6.AOR.7.1	<p>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"> <li>use <b>context</b> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>use background or prior knowledge to determine or clarify the meanings of words and phrases; and</li> <li>consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ol>
ELA.5.AOR.7.1	<p>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"> <li>use context clues (e.g., definitions, examples, restatements) to determine the meaning of words and phrases;</li> <li>consult print and digital reference materials to build and integrate background knowledge; and</li> <li>consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</li> </ol>

Code	Determining Meaning
ELA.4.AOR.7.1	<p>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"> <li>use context clues (e.g., definitions, examples, <b>restatements</b>) to determine the meaning of a word or phrase;</li> <li>consult print and digital reference materials to build and integrate background knowledge; and</li> <li>consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</li> </ol>
ELA.3.AOR.7.1	<p>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"> <li>use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase;</li> <li>consult print and digital reference materials to build and integrate background knowledge; and</li> <li>consult <b>print and digital reference materials</b> to find the pronunciation, part of speech, and to determine or clarify the <b>precise meaning</b> of words and phrases.</li> </ol>
ELA.2.AOR.7.1	<p>Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ol style="list-style-type: none"> <li>use sentence-level context clues (e.g., <b>definitions</b>, examples) to determine the meaning of a word or phrase;</li> <li>use reference materials to build and integrate background knowledge;</li> <li>use <b>glossaries</b> and <b>dictionaries</b> to determine the meaning of words and phrases; and</li> <li>use words and phrases acquired through conversations, reading, and responding to texts.</li> </ol>
ELA.1.AOR.7.1	<p>Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ol style="list-style-type: none"> <li>use <b>sentence-level context clues</b> (e.g., <b>examples</b>) to determine the meaning of a word or phrase;</li> <li>use provided reference materials to build and integrate <b>background knowledge</b>;</li> <li>use provided <b>reference materials</b> to determine the meaning of words and phrases; and</li> <li>use words and phrases acquired through conversations, being read to, and responding to texts.</li> </ol>
ELA.K.AOR.7.1	<p>Determine the meaning of known and unknown words and phrases, choosing from an array of strategies:</p> <ol style="list-style-type: none"> <li>ask and answer questions about words and phrases to determine their meaning; and</li> <li>use words and phrases acquired through conversations, being read to, and responding to texts.</li> </ol>

## Applications of Reading (AOR)

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

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

Code	Word Meaning Within Text
ELA.8.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. interpret figures of speech (e.g., oxymoron) in context and analyze how they function within a text;</li> <li>b. determine the relationship between particular words to better understand each of the words; and</li> <li>c. distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</li> </ul>
ELA.7.AOR.8.1	Interpret an author’s use of figurative, connotative, and technical language in literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</li> <li>b. determine the relationship between words; and</li> <li>c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</li> </ul>
ELA.6.AOR.8.1	Interpret an author’s use of figurative, <b>connotative</b> , and <b>technical language</b> in literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. interpret <b>figures of speech</b> (e.g., metaphor) in context and analyze how they function within a text;</li> <li>b. determine the relationship between words; and</li> <li>c. distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</li> </ul>
ELA.5.AOR.8.1	Determine an author’s use of figurative and technical language in literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. recognize and explain the meaning of <b>figurative language</b>, including similes and metaphors, in context; and</li> <li>b. demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
ELA.4.AOR.8.1	Determine an author’s use of figurative and technical language in grade-level literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps);</li> <li>b. explain the meaning of commonly occurring <b>similes, metaphors, and idioms</b>; and</li> <li>c. demonstrate knowledge of relationships between words (e.g., synonyms and antonyms) to better understand each of the words.</li> </ul>
ELA.3.AOR.8.1	Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts: <ul style="list-style-type: none"> <li>a. distinguish between <b>literal and nonliteral meanings of words</b> and phrases (e.g., take steps);</li> <li>b. identify real-life connections between words and their use (e.g., describe people who are helpful); and</li> <li>c. determine <b>relationships between words</b> (e.g., synonyms and antonyms) to better understand each of the words.</li> </ul>

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



## Applications of Reading (AOR)

<b>ELA.AOR.9:</b> Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.
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Code	Morphology
ELA.E4.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E3.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E2.AOR.9.1	Apply knowledge of etymology to determine new and/or clarify meanings of words and phrases in grade-level content.
ELA.E1.AOR.9.1	Apply knowledge of <b>etymology</b> to determine new and/or clarify meanings of words and phrases in grade-level content.
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.
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.
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.
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.
ELA.4.AOR.9.1	Identify and use common <b>Greek and Latin roots, base words, and affixes</b> to determine the meaning of words in grade-appropriate content.
ELA.3.AOR.9.1	Identify and use <b>derivational morphemes</b> , prefixes, <b>suffixes</b> , and phonic patterns to determine the meaning of words in grade-level content.
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 <b>prefixes</b> to determine the meaning of words in grade-level content.
ELA.1.AOR.9.1	Identify and use <b>phonic patterns</b> and <b>inflectional morphemes</b> that do not change the spelling of the base word.
ELA.K.AOR.9.1	Use knowledge of <b>morphemes</b> to extract meaning from oral language in grade-appropriate content.

## Applications of Reading (AOR)

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

Code	Print and Non-Print Formats
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.
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.
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.
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.
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.
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.
ELA.6.AOR.10.1	Analyze a text or subject presented through <b>multimedia formats</b> (e.g., reading a print version of a speech and listening to an audio recording of a speech) and explain how each media's portrayal of the text or subject impacts the <b>audience</b> .
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.
ELA.4.AOR.10.1	Determine and explain how visuals (e.g., illustrations, photographs, maps) and/or <b>multimedia elements</b> (e.g., video, audio) contribute to the meaning of a print or non-print text.
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.
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.
ELA.1.AOR.10.1	Use visuals (e.g., illustrations, photographs) to describe the <b>key or supporting details</b> in a text.
ELA.K.AOR.10.1	Describe the relationship between <b>visuals</b> (e.g., illustrations, photographs) and the text.

**Research (R)**

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

<b>Code</b>	<b>Research</b>
ELA.E4.R.1.1	Conduct short and more sustained research to answer questions or solve problems by: <ol style="list-style-type: none"> <li>answering self-generated questions about a topic(s) while using a variety of sources; and</li> <li>refining the scope of inquiry as relevant to the topic(s), purpose, and audience.</li> </ol>
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.
ELA.E4.R.1.3	Evaluate findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E4.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E4.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.E3.R.1.1	Conduct short and more sustained research to answer questions or solve a problem(s) by: <ol style="list-style-type: none"> <li>answering self-generated questions about a topic(s) while using a variety of sources; and</li> <li>refining the scope of inquiry as relevant to the topic(s), purpose, and audience.</li> </ol>
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.
ELA.E3.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E3.R.1.4	Synthesize and logically organize findings as relevant to the purpose and audience.
ELA.E3.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.E2.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: <ol style="list-style-type: none"> <li>answering a self-generated question(s) about a topic(s) while using a variety of sources; and</li> <li>refining the scope of inquiry as relevant to the topic(s), purpose, and audience.</li> </ol>
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.
ELA.E2.R.1.3	Analyze findings to determine relevance to the topic(s) and purpose of inquiry.
ELA.E2.R.1.4	Logically organize findings as relevant to the purpose and <b>audience</b> .

<b>Code</b>	<b>Research</b>
ELA.E2.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.E1.R.1.1	Conduct short and more sustained research to answer a question(s) or solve a problem(s) by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic, purpose, and <b>audience</b> .
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.
ELA.E1.R.1.3	Analyze findings to determine relevance to the topic and purpose of inquiry.
ELA.E1.R.1.4	Logically organize findings as relevant to the purpose.
ELA.E1.R.1.5	Follow a standard academic style guide for citation to avoid plagiarism.
ELA.8.R.1.1	Conduct short and more sustained research by: a. generating and answering a research question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and purpose.
ELA.8.R.1.2	Analyze the credibility and <b>relevance</b> of sources using only those that are credible and relevant to the topic and the purpose of inquiry.
ELA.8.R.1.3	Analyze findings to determine relevance to the topic.
ELA.8.R.1.4	Logically organize findings as relevant to the <b>purpose</b> .
ELA.8.R.1.5	Cite sources to avoid plagiarism.
ELA.7.R.1.1	Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the <b>purpose</b> .
ELA.7.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).
ELA.7.R.1.3	Determine which source(s) and/or information is relevant to the topic.
ELA.7.R.1.4	Logically organize findings.
ELA.7.R.1.5	Cite sources to avoid plagiarism.
ELA.6.R.1.1	Conduct short and more sustained research for inquiry by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as <b>relevant to the topic</b> .
ELA.6.R.1.2	Determine the credibility of one or more sources consulted and use the most credible source(s).
ELA.6.R.1.3	Determine which source(s) and/or information is relevant to the topic.
ELA.6.R.1.4	Logically organize findings.
ELA.6.R.1.5	Cite sources to avoid plagiarism.

Code	Research
ELA.5.R.1.1	Conduct short research for inquiry by: a. generating a question(s) about a topic; and b. consulting a variety of print and <b>multimedia sources</b> .
ELA.5.R.1.2	Determine the credibility of the source(s) consulted and use the most credible source(s).
ELA.5.R.1.3	Determine which information is relevant to the topic.
ELA.5.R.1.4	Logically group related findings.
ELA.5.R.1.5	Cite sources to avoid plagiarism.
ELA.4.R.1.1	Conduct short <b>research</b> for inquiry by: a. generating a question about a <b>topic</b> ; and b. examining a <b>provided source</b> .
ELA.4.R.1.2	Determine the <b>credibility of a provided source</b> .
ELA.4.R.1.3	Determine which information is <b>relevant to the topic</b> .
ELA.4.R.1.4	Group related <b>findings</b> .
ELA.4.R.1.5	Cite sources to avoid plagiarism.
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.
ELA.3.R.1.2	<b>Group findings</b> from a provided print or non-print source.
ELA.3.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.3.R.1.4	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.3.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.2.R.1.1	Ask and answer questions about print and non-print sources to <b>narrow or broaden thinking</b> .
ELA.2.R.1.2	<b>Sequence information</b> from a provided print or non-print source.
ELA.2.R.1.3	<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.2.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>
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.
ELA.1.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.1.R.1.3	<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.1.R.1.5	<i>Instruction of this indicator begins in fourth grade.</i>
ELA.K.R.1.1	Ask and answer <b>questions</b> (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.
ELA.K.R.1.2	<i>Instruction of this indicator begins in second grade.</i>
ELA.K.R.1.3	<i>Instruction of this indicator begins in fourth grade.</i>

<b>Code</b>	<b>Research</b>
ELA.K.R.1.4	<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>

## Written and Oral Communications (C)

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

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

Code	Argumentative Writing
ELA.E2.C.1.1	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ol style="list-style-type: none"> <li>introduce a precise claim(s) and use valid reasoning supported by relevant and <b>sufficient evidence</b> from a variety of credible sources to demonstrate an understanding of the topic and/or texts;</li> <li>acknowledge and refute counterclaims with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</li> <li>link the major sections of the text cohesively and clarify the relationships between claims, counterclaims, reasons, and evidence;</li> <li>establish a tone and style appropriate to the purpose and audience; and</li> <li>provide a concluding statement or section that supports the argument presented.</li> </ol>
ELA.E1.C.1.1	<p>Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ol style="list-style-type: none"> <li>introduce a precise claim(s) and use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate an understanding of the topic and/or texts;</li> <li>acknowledge and refute at least one counterclaim with relevant evidence;</li> <li>create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</li> <li>link the major sections of the text cohesively;</li> <li>establish a tone and <b>style</b> appropriate to the purpose; and</li> <li>provide a concluding statement or section that supports the argument presented.</li> </ol>
ELA.8.C.1.1	<p>Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ol style="list-style-type: none"> <li>introduce a claim(s) and support a claim(s) with logical reasoning and relevant evidence (e.g., facts, data, statistics) using accurate and credible sources;</li> <li>acknowledge and refute a counterclaim with relevant evidence; create an organizational structure that establishes relationships between reasons and evidence;</li> <li>use transitions to create cohesion and clarify the relationships between claim(s), a counterclaim, reasons, and evidence;</li> <li>establish and maintain a <b>tone</b> appropriate to the task and audience; and</li> <li>provide a concluding statement or section that supports the argument presented.</li> </ol>



Code	Argumentative Writing
ELA.7.C.1.1	<p>Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ol style="list-style-type: none"> <li>introduce a claim and organize the reasons and evidence clearly;</li> <li>support a claim using logical reasoning supported by facts, data, and/or <b>statistics</b> as evidence from a credible source(s);</li> <li>acknowledge a <b>counterclaim</b>;</li> <li>use an organizational structure appropriate to the purpose and task;</li> <li>use transitions to clarify the relationships between claims and reasons;</li> <li>provide a concluding statement or section that supports the argument presented.</li> </ol>
ELA.6.C.1.1	<p>Write arguments to support a claim with clear reasons and <b>relevant evidence</b>. When writing:</p> <ol style="list-style-type: none"> <li>introduce a claim and organize the reasons and evidence clearly;</li> <li>support a claim using <b>logical reasoning</b> supported by facts and/or <b>data</b> as evidence from a credible source(s);</li> <li>acknowledge an <b>alternative perspective</b>;</li> <li>use an organizational structure appropriate to the <b>purpose and task</b>;</li> <li>use transitions to clarify the relationship(s) between claim and reasons; and</li> <li>provide a concluding statement or section that follows from the argument presented.</li> </ol>
ELA.5.C.1.1	<p>Write arguments to make a claim about a topic. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and make a claim about the topic;</li> <li>include reasons that are supported by facts from a credible source(s);</li> <li>develop an <b>organizational structure</b> in which ideas are grouped logically;</li> <li>use transitions to link and structure ideas; and</li> <li>provide a concluding statement or section.</li> </ol>
ELA.4.C.1.1	<p>Write <b>arguments</b> to make a <b>claim</b> about a topic. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and state an opinion about the topic;</li> <li>provide reasons supported by <b>facts</b> from a <b>credible source(s)</b>; and</li> <li>group ideas logically using transitional words and phrases; and</li> <li>provide a concluding statement or section.</li> </ol>
ELA.3.C.1.1	<p>Write opinion pieces about a topic. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic; include an opinion statement;</li> <li>include reasons supported by details from a <b>provided source</b>;</li> <li>use grade-appropriate transitions to link ideas;</li> <li>organize information; and</li> <li>provide a concluding statement.</li> </ol>
ELA.2.C.1.1	<p>Write opinion pieces about a topic. When writing:</p> <ol style="list-style-type: none"> <li>introduce an opinion and include reasons with <b>details</b> to support the opinion;</li> <li>use grade-appropriate transitions; and</li> <li>provide a concluding statement.</li> </ol>

Code	Argumentative Writing
ELA.1.C.1.1	Write <b>opinion</b> pieces about a topic. When writing: a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate <b>transitions</b> ; and c. provide a <b>concluding statement or idea</b> .
ELA.K.C.1.1	Use a combination of <b>drawing, dictating, and writing</b> to state a <b>topic</b> and communicate an <b>opinion</b> and a supporting <b>reason</b> .

## Written and Oral Communications (C)

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

Code	Informative/Expository Writing
ELA.E4.C.2.1	<p>Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ol style="list-style-type: none"><li>introduce a topic and organize complex concepts and information so that each new element builds on what precedes it;</li><li>develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience’s knowledge of the topic;</li><li>use varied transitions and <b>syntax</b> to link the major sections of the text and clarify the relationships between complex ideas and concepts;</li><li>use precise language and vocabulary appropriate to the complexity of the topic;</li><li>establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and</li><li>provide a concluding statement or section that supports the information presented.</li></ol>
ELA.E3.C.2.1	<p>Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:</p> <ol style="list-style-type: none"><li>introduce a topic and organize complex concepts and information;</li><li>develop the topic by selecting relevant facts, definitions, details, quotations, <b>statistics</b>, data, and/or other information and examples appropriate to the audience’s knowledge of the topic;</li><li>use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;</li><li>use precise language and vocabulary appropriate to the complexity of the topic;</li><li>establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and</li><li>provide a concluding statement or section that supports the information presented.</li></ol>

Code	Informative/Expository Writing
ELA.E2.C.2.1	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and organize complex ideas and concepts to make important connections and distinctions;</li> <li>develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, <b>data</b>, and/or other information appropriate for the audience;</li> <li>use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;</li> <li>use precise language and vocabulary appropriate to the complexity of the topic;</li> <li>establish and maintain a style and objective tone appropriate to the task and purpose; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>
ELA.E1.C.2.1	<p>Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and organize complex ideas and concepts to make important connections and distinctions;</li> <li>develop a topic with relevant and <b>sufficient facts</b>, definitions, details, quotes, examples, and/or other information appropriate for the audience;</li> <li>use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;</li> <li>use precise language and vocabulary appropriate to the complexity of the topic;</li> <li>use a tone and style appropriate to the task and audience; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>
ELA.8.C.2.1	<p>Write informative texts to examine a topic and analyze information from <b>multiple</b> sources. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic clearly and organize ideas, concepts, and information, using a structure such as definition, compare and contrast, and/or cause and effect;</li> <li>develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>use <b>varied</b> transitions to clarify the relationships between ideas and concepts;</li> <li>use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>establish a tone appropriate to the task and audience; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>

Code	Informative/Expository Writing
ELA.7.C.2.1	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and organize ideas, concepts, and information using structures such as <b>definition</b>, <b>compare</b> and <b>contrast</b>, and/or <b>cause and effect</b>;</li> <li>develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>use precise language and thoughtful <b>elaboration</b> to inform or to explain the topic;</li> <li>establish a <b>tone</b> appropriate to the <b>task</b> and <b>audience</b>; and</li> <li>provide a concluding statement or section that supports the information presented.</li> </ol>
ELA.6.C.2.1	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic clearly and organize information logically;</li> <li>develop the topic with relevant facts, definitions, details, quotes, or other information and <b>examples</b>;</li> <li>use appropriate transitions to clarify the relationships among ideas and <b>concepts</b>;</li> <li>use precise language and vocabulary to inform or to explain the topic; and</li> <li>provide a concluding statement or section.</li> </ol>
ELA.5.C.2.1	<p>Write informative texts to examine a topic and convey ideas and information clearly. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic;</li> <li>group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop <b>structure</b>;</li> <li>use precise language and vocabulary to explain the topic;</li> <li>use and explain information from a provided source(s); and</li> <li>provide a concluding statement or section.</li> </ol>
ELA.4.C.2.1	<p>Write informative/explanatory texts to examine a topic and provide information. When writing:</p> <ol style="list-style-type: none"> <li>introduce a topic clearly;</li> <li>develop the topic with facts, definitions, details, and/or <b>quotes</b> related to the topic;</li> <li>group related information into paragraphs and/or <b>sections</b> using transitional words and phrases to link ideas;</li> <li>use precise language and vocabulary to inform or explain about the topic;</li> <li>use and explain information from a provided source(s); and</li> <li>provide a concluding statement or section.</li> </ol>

Code	Informative/Expository Writing
ELA.3.C.2.1	<p>Write informative/explanatory pieces to examine a topic and provide information. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. develop the topic with facts, <b>definitions</b>, and/or details related to the topic;</li> <li>c. group information and use grade-appropriate <b>transitions</b> to link ideas;</li> <li>d. use precise language and vocabulary to inform or explain about the topic;</li> <li>e. use and explain information from a <b>provided source</b>; and</li> <li>f. provide a concluding statement or <b>section</b>.</li> </ul>
ELA.2.C.2.1	<p>Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. use <b>facts</b> and details to develop the topic; and</li> <li>c. provide a concluding statement.</li> </ul>
ELA.1.C.2.1	<p>Write informative/explanatory pieces to name a topic and provide information about the topic. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic;</li> <li>b. provide information with details to develop the topic; and</li> <li>c. provide a <b>concluding statement or idea</b>.</li> </ul>
ELA.K.C.2.1	<p>Use a combination of <b>drawing</b>, <b>dictating</b>, and <b>writing</b> to compose <b>informative/explanatory pieces</b> about a <b>topic</b> with <b>supporting details</b>.</p>

## Written and Oral Communications (C)

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

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

Code	Narrative Writing
ELA.E2.C.3.1	<p>Write and intentionally <b>use narratives within other modes of writing</b>, using effective techniques and well-structured sequences for an intended purpose, including introducing an idea and/or supporting a claim. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>engage the reader by establishing a situation and/or setting up a problem or observation;</li> <li>develop a clear progression of experiences or events;</li> <li>use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>provide an ending or conclusion that clearly connects the narrative's relevance to the intended purpose of the writing.</li> </ol>
ELA.E1.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas using effective techniques and well-structured sequences for an intended purpose. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>engage the reader by establishing a situation, setting up a problem, establishing a clear point of view, and introducing a narrator and/or characters;</li> <li>develop a clear progression of experiences or events;</li> <li>use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>provide an ending that connects to the intended purpose of the writing.</li> </ol>
ELA.8.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and logically structured event sequences. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>engage the reader by establishing a situation, a clear point of view, and by introducing a narrator and/or characters;</li> <li>organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words and phrases, details, and figurative language to develop the experiences, events, setting, and/or characters; and</li> <li>provide an ending that connects to the intended purpose of the writing.</li> </ol>



Code	Narrative Writing
ELA.7.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing in which the <b>development, organization, and style</b> are appropriate to task, <b>purpose</b>, and audience;</li> <li>engage the reader by establishing context and <b>point of view</b> and introducing a narrator and/or characters;</li> <li>organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal <b>time shifts</b>;</li> <li>use narrative techniques such as dialogue, <b>pacing</b>, and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and</li> <li>provide an ending that follows logically from the narrated experiences or events.</li> </ol>
ELA.6.C.3.1	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using <b>effective techniques, relevant descriptive details, and well-structured event sequences</b>. When writing:</p> <ol style="list-style-type: none"> <li>produce clear and coherent writing appropriate to the <b>task and audience</b>;</li> <li>establish <b>context</b> and introduce a narrator and/or characters;</li> <li>organize a <b>logical</b> plot structure;</li> <li>use narrative techniques such as dialogue and description to develop experiences, events, setting, and/or characters;</li> <li>use precise words and phrases, relevant descriptive details, and <b>figurative language</b> to convey experiences and events; and</li> <li>provide an ending that follows logically from the narrated experiences or events.</li> </ol>
ELA.5.C.3.1	<p>Write narratives to develop real or imagined experiences. When writing:</p> <ol style="list-style-type: none"> <li>establish a situation and setting;</li> <li>introduce a narrator and characters;</li> <li>establish a plot structure;</li> <li>use narrative techniques such as dialogue, <b>precise words</b>, descriptive language, and sensory details to develop events, setting, and characters;</li> <li>use a variety of transitional words and phrases to sequence the events; and</li> <li>provide an ending that follows logically from the narrated experiences or events.</li> </ol>

Code	Narrative Writing
ELA.4.C.3.1	Write narratives developing real or imagined experiences. When writing: a. establish a <b>situation</b> and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as <b>dialogue</b> , <b>descriptive language</b> , and <b>sensory details</b> to develop <b>events</b> , setting, and characters; e. use a variety of <b>transitional words and phrases</b> to sequence events; and f. provide an ending that follows from the narrated experiences or events.
ELA.3.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a <b>narrator</b> or characters; b. use temporal words and phrases to sequence a <b>plot structure</b> ; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.
ELA.2.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. establish and describe <b>character(s)</b> and <b>setting</b> ; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending.
ELA.1.C.3.1	Write narratives to develop real or imagined experiences. When writing: a. detail events in a <b>logical order</b> using <b>temporal words</b> to signal event order (e.g., before, after); b. include details that describe <b>actions</b> , <b>thoughts</b> , and <b>feelings</b> ; and c. provide a <b>sense of ending</b> .
ELA.K.C.3.1	Use a combination of <b>drawing</b> , <b>dictating</b> , and <b>writing</b> to narrate a <b>single event or linked events</b> in a logical order.

## Written and Oral Communications (C)

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

Code	Grammar and Conventions
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: <ul style="list-style-type: none"><li>a. apply knowledge of rules for capitalization and punctuation;</li><li>b. apply knowledge of usage to revise sentence fragments and run-on sentences; and</li><li>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.</li></ul>
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: <ul style="list-style-type: none"><li>a. apply knowledge of rules for capitalization and punctuation;</li><li>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</li><li>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.</li></ul>
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: <ul style="list-style-type: none"><li>a. apply knowledge of rules for capitalization;</li><li>b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information;</li><li>c. select and use verbs with appropriate mood and tone;</li><li>d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and</li><li>e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.</li></ul>

Code	Grammar and Conventions
ELA.E1.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ol style="list-style-type: none"> <li>apply knowledge of rules for capitalization;</li> <li>use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;</li> <li>select and use verbs with appropriate mood and tone;</li> <li>use appropriate parallel structure in words, phrases, and clauses;</li> <li>apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ol>
ELA.8.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:</p> <ol style="list-style-type: none"> <li>apply knowledge of rules for capitalization;</li> <li>use a comma or dash to indicate a pause or break and an ellipsis to indicate an omission;</li> <li>use different types of verbals in sentences (gerunds, participles, infinitives);</li> <li>distinguish between and use active and passive voice and types of grammatical mood (indicative, subjunctive, conditional, imperative);</li> <li>use appropriate parallel structure in words, phrases, and clauses;</li> <li>identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and</li> <li>use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ol>
ELA.7.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ol style="list-style-type: none"> <li>apply knowledge of rules for capitalization;</li> <li>use a comma to separate coordinate adjectives;</li> <li>use hyphenated compound words (e.g., mother-in-law);</li> <li>use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;</li> <li>identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ol>

<b>Code</b>	<b>Grammar and Conventions</b>
ELA.6.C.4.1	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structures. When writing:</p> <ol style="list-style-type: none"> <li>apply knowledge of rules for capitalization;</li> <li>use punctuation (commas, parentheses, dashes) to set off nonrestrictive clauses;</li> <li>use a colon to introduce a quotation; use a hyphen in a compound adjective with numbers (e.g., two-hour movie, 30-minute class);</li> <li>determine and correct pronouns with unclear or ambiguous antecedents;</li> <li>explain the function of definite and indefinite articles;</li> <li>distinguish between and use simple, compound, complex, and compound-complex sentences to add variety;</li> <li>distinguish between and use different types of phrases (prepositional and appositive);</li> <li>identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>consult print and multimedia sources to check and correct spelling.</li> </ol>
ELA.5.C.4.1	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ol style="list-style-type: none"> <li>apply knowledge of rules for capitalization;</li> <li>use underlining, quotation marks, or italics to indicate titles of works;</li> <li>use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address;</li> <li>use a colon to introduce a list and after a salutation in a business letter or email;</li> <li>explain the function of and use frequently occurring interjections, verb tenses (progressive perfect), and correlative conjunctions;</li> <li>distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative);</li> <li>use prepositional phrases in different positions within a sentence;</li> <li>use correct subject-verb and pronoun-antecedent agreement;</li> <li>identify and revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense; and</li> <li>consult print and multimedia sources to check and correct spelling.</li> </ol>

Code	Grammar and Conventions
ELA.4.C.4.1	<p>Write grammatically correct single and multi-paragraph compositions using a variety of sentence types and phrasing. When writing:</p> <ol style="list-style-type: none"> <li>capitalize nouns (historic periods, nationalities, languages) and proper adjectives;</li> <li>use a comma before a coordinating conjunction in a compound sentence and with dependent clauses;</li> <li>use frequently occurring nouns (compound); distinguish between and use frequently occurring pronouns (relative), adverbs (relative), verbs (helping and linking), and proper adjectives;</li> <li>identify and use simple appositive phrases;</li> <li>order adjectives within sentences according to conventional patterns;</li> <li>use prepositional phrases;</li> <li>distinguish between frequently confused words (e.g., to, too, two; there, their, they're);</li> <li>identify and revise sentence fragments and run-on sentences; and</li> <li>consult print and multimedia sources to check and correct spelling.</li> </ol>
ELA.3.C.4.1	<p>Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing:</p> <ol style="list-style-type: none"> <li>capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue;</li> <li>use periods to punctuate abbreviations and within quotation marks;</li> <li>use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses;</li> <li>use apostrophes to create contractions;</li> <li>distinguish between and use interrogative and demonstrative pronouns;</li> <li>distinguish between and use comparative and superlative adverbs;</li> <li>identify and use prepositional phrases;</li> <li>use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses;</li> <li>explain the function of adjectives and adverbs in simple, compound, and complex sentences;</li> <li>distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses;</li> <li>identify and revise sentence fragments and run-on sentences; and</li> <li>consult print and multimedia sources to check and correct spelling.</li> </ol>

Code	Grammar and Conventions
ELA.2.C.4.1	<p>Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ol style="list-style-type: none"> <li>capitalize proper nouns (holidays, product names, and geographic names);</li> <li>use periods to punctuate initials and titles of people;</li> <li>use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks;</li> <li>use quotation marks to set off direct quotations and dialogue;</li> <li>use apostrophes to form possessives;</li> <li>identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating);</li> <li>identify and use a subject, predicate, and direct object in a sentence; and</li> <li>form and use compound sentences.</li> </ol>
ELA.1.C.4.1	<p>Write grammatically correct sentences (e.g., simple, declarative, imperative, interrogative, and exclamatory). When writing:</p> <ol style="list-style-type: none"> <li>capitalize the names of people and dates (to include months and days of the week);</li> <li>use exclamation points, question marks, or periods to punctuate;</li> <li>use commas to separate single words in a series;</li> <li>use a comma after the day and before the year in a date;</li> <li>use a colon between the hour and minutes in time;</li> <li>identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions;</li> <li>form and use regular and frequently occurring irregular nouns; and</li> <li>identify and use correct subject-verb agreement in simple sentences.</li> </ol>
ELA.K.C.4.1	<p>Form and use complete simple sentences. When writing:</p> <ol style="list-style-type: none"> <li>capitalize the first word in a sentence and the pronoun I;</li> <li>identify and name end punctuation marks (e.g., periods, exclamation points, and question marks);</li> <li>identify and use periods to punctuate sentences;</li> <li>identify and use common singular and plural nouns;</li> <li>identify and use action verbs; and</li> <li>identify and use simple and declarative sentences.</li> </ol>

## Written and Oral Communications (C)

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

Code	Improving Writing
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.
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.
ELA.E2.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising to enhance clarity and <b>style</b> appropriate to <b>audience, purpose, and task</b> .
ELA.E1.C.5.1	Improve writing by planning, editing, considering feedback from adults and peers and revising to improve clarity and cohesiveness.
ELA.8.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity and <b>cohesiveness</b> .
ELA.7.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.
ELA.6.C.5.1	Improve writing by planning, editing, and considering feedback from adults and peers and revising for <b>clarity of content</b> .
ELA.5.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.4.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.3.C.5.1	Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.
ELA.2.C.5.1	Improve writing by planning, revising, editing, and 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.
ELA.K.C.5.1	With guidance and support, <b>plan, revise, edit</b> , and build on personal ideas and the ideas of others to <b>strengthen writing</b> .



## Written and Oral Communications (C)

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

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

## Written and Oral Communications (C)

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

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

Code	Communicating Ideas
ELA.E1.C.7.1	<p>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> <ol style="list-style-type: none"> <li>demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);</li> <li>convey a clear perspective with clear reasoning and valid evidence;</li> <li>include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>select and use appropriate <b>online platforms</b> to export multimedia texts for publication.</li> </ol>
ELA.8.C.7.1	<p>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> <ol style="list-style-type: none"> <li>demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing);</li> <li>convey a clear perspective with clear reasoning and valid evidence;</li> <li>include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>select and use appropriate digital tools.</li> </ol>
ELA.7.C.7.1	<p>Present <b>claims and findings</b>, emphasizing <b>key ideas</b> in a focused manner with <b>relevant descriptions, facts, details, and examples</b>. When presenting:</p> <ol style="list-style-type: none"> <li>demonstrate and adjust speaking techniques (e.g., appropriate eye contact, nonverbal cues, adequate volume, clear pronunciation, pacing) for a variety of purposes and audiences;</li> <li>convey a clear perspective with <b>clear reasoning</b> and <b>valid evidence</b>;</li> <li>include graphics and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>select and use appropriate digital tools for the task, purpose, and audience.</li> </ol>
ELA.6.C.7.1	<p>Present information orally to report on a topic or text, present an opinion, tell a story, or recount an experience, sequencing ideas logically and using relevant facts, descriptions, and details. When presenting:</p> <ol style="list-style-type: none"> <li>demonstrate and adjust speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, pacing) to engage a variety of purposes and audiences;</li> <li>convey a clear <b>perspective</b> and purpose;</li> <li>include <b>graphics</b> and multimedia elements to aid comprehension, enhance communication, and add interest; and</li> <li>use appropriate digital tools for the <b>task</b>, purpose, and audience.</li> </ol>

Code	Communicating Ideas
ELA.5.C.7.1	<p>Present information orally to report on a topic or text, present an <b>opinion</b>, tell a story, or recount an experience, sequencing ideas logically and using <b>appropriate and relevant facts</b>. When presenting:</p> <ol style="list-style-type: none"> <li>demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, clear pronunciation, pacing) for a variety of purposes and audiences;</li> <li>identify the purpose of the information being presented; and</li> <li>use digital tools to produce <b>multimedia texts</b> and/or <b>visual aids</b> with support from peers and adults.</li> </ol>
ELA.4.C.7.1	<p>Present information orally to report on a topic or text, tell a story, or recount an experience. When presenting:</p> <ol style="list-style-type: none"> <li>Demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes and <b>audiences</b>; and</li> <li>identify and use appropriate digital tools to enhance verbal communication with support from adults.</li> </ol>
ELA.3.C.7.1	<p>Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting:</p> <ol style="list-style-type: none"> <li>demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of <b>purposes</b>; and</li> <li>identify and use appropriate digital tools to enhance verbal communication with support from adults.</li> </ol>
ELA.2.C.7.1	<p>Present information orally to tell a story or recount an experience with appropriate <b>facts</b> and <b>details</b>. When speaking:</p> <ol style="list-style-type: none"> <li>demonstrate <b>appropriate speaking techniques</b> (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes; and</li> <li>identify and use <b>appropriate digital tools</b> to enhance verbal communication with support from adults.</li> </ol>
ELA.1.C.7.1	<p>Present information orally in a logical order of events using <b>complete sentences, appropriate volume, clear pronunciation</b>, conjunctions, and temporal words (e.g., before, after).</p>
ELA.K.C.7.1	<p>Present information orally in a <b>logical order of events</b> using <b>conjunctions</b> and <b>temporal words</b> (e.g., before, after).</p>

## Written and Oral Communications (C)

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

Code	Collaboration and Perspective
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: 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.
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: 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.
ELA.E2.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: 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.
ELA.E1.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on evidence.

Code	Collaboration and Perspective
ELA.8.C.8.1	Initiate and participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask relevant questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas. b. consider new ideas and diverse perspectives of others when forming opinions about a topic, text, or issue; qualify or justify views based on <b>evidence</b> .
ELA.7.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. ask questions to build on ideas; acknowledge new information expressed by others, and when necessary, modify personal ideas; and b. consider new ideas and diverse perspectives of others when forming opinions about a <b>topic, text, or issue</b> .
ELA.6.C.8.1	Engage in structured conversations and collaborations about grade-appropriate topics and texts: a. ask questions to build on the ideas of others; and pose and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of diverse perspectives.
ELA.5.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. engage in focused conversation about grade-appropriate topics and texts; build on the ideas of others, pose and respond to questions to clarify thinking, and express new ideas; and b. consider and reflect upon the ideas expressed during conversations to demonstrate an understanding of <b>diverse perspectives</b> .
ELA.4.C.8.1	Participate in structured discussions and collaborations about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and reflect upon the ideas expressed during conversations.
ELA.3.C.8.1	Participate in <b>structured conversations</b> and <b>collaborations</b> about grade-appropriate topics and texts: a. enter a conversation appropriately, listen actively to others, and ask and respond to questions to clarify thinking and express new ideas; and b. consider and <b>reflect upon</b> the ideas expressed during conversations.
ELA.2.C.8.1	Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations.

Code	Collaboration and Perspective
ELA.1.C.8.1	<p>Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> <li>a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and</li> <li>b. consider the ideas of others by restating what they say during conversations.</li> </ul>
ELA.K.C.8.1	<p>Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts:</p> <ul style="list-style-type: none"> <li>a. enter a conversation by greeting, taking turns, and responding to others with <b>statements, phrases, and/or questions</b>; and</li> <li>b. consider the <b>ideas</b> of others while engaging in conversations.</li> </ul>

## Written and Oral Communications (C)

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

Code	Evaluating Ideas
ELA.E4.C.9.1	Using multimedia, a live presentation, and/or a printed transcript of a presentation: a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. evaluate and critique the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.
ELA.E3.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. evaluate a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; b. evaluate the effectiveness and validity of the information and supporting evidence being presented; and c. analyze the speaker's information while identifying any logical fallacies and biases that may be present.
ELA.E2.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a <b>style</b> appropriate for the audience; b. analyze the <b>effectiveness</b> and <b>validity</b> of the information and supporting evidence being presented; and c. analyze the speaker's motives while identifying any <b>logical fallacies</b> and biases that may be present.
ELA.E1.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: a. determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible misconceptions or objections, chooses appropriate media, and uses a style appropriate for the audience; and c. analyze the purpose of the information being presented, identifying the possible <b>biases of the speaker</b> .



Code	Evaluating Ideas
ELA.8.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> <li>a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the speaker’s <b>reasoning</b> and relevance of the evidence;</li> <li>b. analyze a presentation to determine how a speaker articulates a clear message, addresses possible <b>misconceptions</b> or <b>objections</b>, chooses appropriate media, and uses a style appropriate for the audience; and</li> <li>c. analyze the purpose of the information being presented.</li> </ul>
ELA.7.C.9.1	Using digital media, an audio, video, or live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> <li>a. determine the effectiveness of a speaker’s argument and specific claims, evaluating the <b>relevance of the evidence</b>; and</li> <li>b. analyze a presentation to determine how a speaker articulates a clear message, chooses appropriate media, and uses appropriate voice for the audience.</li> </ul>
ELA.6.C.9.1	Using digital media, an audio, video, live presentation, and/or a printed transcript of a presentation: <ul style="list-style-type: none"> <li>a. determine the effectiveness of a speaker’s argument and specific claims, distinguishing <b>relevant and valid claims</b> from <b>irrelevant and invalid claims</b>; and</li> <li>b. determine how a speaker articulates a clear <b>message</b>, chooses appropriate <b>media</b>, and/or uses appropriate <b>voice</b> for the audience.</li> </ul>
ELA.5.C.9.1	Determine if a speaker’s <b>argument</b> is effective by identifying claims and explaining how they support the argument.
ELA.4.C.9.1	Identify and explain a speaker’s claim(s) and supporting reasons and <b>evidence</b> .
ELA.3.C.9.1	Identify a <b>speaker’s claim</b> and at least one supporting reason.
ELA.2.C.9.1	Identify a <b>speaker’s opinion</b> and at least one supporting <b>reason</b> .
ELA.1.C.9.1	Listen to others to ask and answer questions on a topic.
ELA.K.C.9.1	Ask and answer questions in conversation on a <b>topic</b> .

## Appendix C: Acknowledgements

### Standards Writing Committee 2021

The members of the 2021 committee considered recommendations by the review panel and worked to develop the first draft of revised standards.

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The 2022 writing committee considered the review panel and Education Oversight Committee's recommendations as well as the first draft submitted by the 2021 committee and finalized the work.

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**Advisory Team 2022**

The advisory team provided recommendations to the 2022 writing committee.

Dr. Abbey Duggins, Saluda County Schools	Dr. Barbara Foorman, Florida Center for Reading Research	Dr. Doug Reeves, Creative Leadership Solutions
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**Office of Assessment and Standards Education Associates and SCDE Leadership Team**

Staff within the SCDE worked alongside the review panel and writing committees in support of the work.

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